

# New Practical Grammar and Correspondence

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NEW

PRACTICAL

# ENGLISH GRAMMAR

FOR USE IN

21741

BUSINESS COLLEGES, ACADEMIES, NORMAL AND  
HIGH SCHOOLS, AND ADVANCED CLASSES  
IN PUBLIC SCHOOLS.

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PREFACE.

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THE design of this book is to present the essential features of grammar briefly enough to enable the student to complete the course of lessons in a comparatively short time, and to accompany the statements of principles with sufficient illustrative material to make the study interesting and profitable.

A feeling of dislike for the study of grammar is not uncommon with the student where his work is confined largely to rules and principles, and little opportunity or encouragement is given him to illustrate and apply the knowledge gained. The study of principles is essential and must be insisted upon, but the feeling of dislike may be changed to one of favor if the study of grammar and the study of language be made to go hand in hand, especially if the illustrations given in the book and those drawn from the student are in keeping with his best efforts in conversation and sentence making.

It is believed that when the student has selected or supplied the proper expressions called for throughout this work, he will have so exercised his power to criticise and originate, and will have so increased and corrected his vocabulary as to have made it apparent to himself that he has been a distinct and substantial gainer thereby; and it is further believed that he will have developed a liking for the study of language that will be permanent.

The plan of this book assumes some previous knowledge of the subject on the part of the student, and on account of this fact and the brief character of the work, it has been deemed advisable to place all that relates to a given part of speech in one series of lessons, an arrangement which it is thought will add greatly to the convenience of those using or referring to the book.

Some attention is given to the correction of false syntax (see note, page 17). But this part of the work has been so arranged as to cultivate as far as possible the judgment and critical power of the student by the selective plan which has been largely adopted.

The final part of the work is intended to lead from grammar to composition and letter writing, and is believed to contain enough of such matter for the average need, and arranged in such a manner as to be practicable.

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# ENGLISH GRAMMAR.

## 21741 LESSON 1

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1. **Language** is the expression of thought by means of words, and may be either spoken or written.
2. **Grammar** treats of the principles and usages of language.
3. **English Grammar** is the science which teaches how to speak and write the English Language correctly.

### THE SENTENCE.

4. A **word** is the expression of an idea.
5. A **sentence** is a collection of words expressing a thought completely: as,—  
*Americans travel. Prices advance.*
6. In every sentence there must be two parts; the subject and the predicate.
7. The **subject** is that of which something is said: as,—  
*Americans* and *prices* in the above examples.
8. The **predicate** is that which is said of the subject: as,—  
*Travel* and *advance* in the same examples.

**Exercise 1.**—Select the subjects and predicates in the following sentences:

1. Corn ripens. Stars appear. Steamers ply. Do you try? I shall go.
2. Palaces have crumbled. Have leaders been chosen? What can be done?
3. Captains command. Managers direct. Statements agree.

NOTE.—It is hardly possible to give too much attention to words. They are “vehicles of thought.” “They indicate both the moral and the intellectual character.” “The surest proof of scholarship, of discipline, of strong thought, is the right use of words.” At the very outset of our work in language let us begin to practice *using* words as we study them in their various relations. If we do this as we go along we shall find the subject a very interesting one, for what we learn of it in this way, be it ever so little, will have a practical value for us.

**Exercise 2.**—What appropriate predicates can be used with the subject *troops*? Some of them are:

1. March, drill, charge, parade, advance, skirmish, disperse, withdraw, embark.
2. Cheer, surround, surrender, conceal, storm, scale, plunder, rally, rescue, defend.
3. Bivouac, conquer, vanquish, defeat, overcome, disband, repulse, attack, assault, assail.
4. Approach, desert, deploy, maneuver, reconnoiter, retreat, engage, endure, halt.



5. Encamp, land, guard, entrench, volunteer, evacuate, occupy, form, enlist, stack.
6. Invade, encounter, capture, besiege, seize, surmount, rendezvous, garrison, confront.
7. Hold, regain, maintain, wheel, face.
8. There are others. Can you name some of them?

**Exercise 3.**—Name predicates appropriate to the subject *cannon*:

1. Boom, batter, burst, bombard, dismantle, demolish.
2. Name as many more as you can.

**Exercise 4.**—Name predicates appropriate to the following subjects:  
Rivers, reading, exercise, experience, cities, books, flag, water, heat.

**Exercise 5.**—What subjects can be used appropriately with the predicate *encourages*?

1. Kindness, sympathy, example, success, assistance, advice, influence, help, enthusiasm.
2. Health, cheerfulness, patience, perseverance, ambition, tact, experience, prosperity.
3. Name some others.

**Exercise 6.**—Name subjects appropriate to the following predicates:

1. Arouse, hasten, certified, balance, instructs, has attended, floats, can reach.
2. Nipped, will compete, charmed, regulates, may be found.

NOTE.—The foregoing exercises may be too simple or too difficult to suit a given class. It will be easy to substitute others better adapted, and to add as many as may be desired.

## LESSON 2.

### THE SENTENCE—Continued.

9. A **proposition** is a subject combined with its predicate.

10. A **sentence** may consist of one proposition, or of a combination of two or more propositions: as,—

1. The rain falls.
2. The rain falls and the grass grows.
3. When the signal was given, the supports were knocked away and the vessel shot quickly into the water.

11. A **clause** is one of two or more united propositions.

**Exercise 7.**—There are two clauses in the second example given above and three in the third. Can you select them?

**Exercise 8.**—Construct sentences containing two or more clauses in each, using the following subjects and predicates and combining them as you may choose:

1. John, found, William, could go, he, changed.
2. My brother, telegraphed, party, would reach, he, thought, our carriage, would not accommodate.
3. Day, arrived, sides, met, contest, began.

4. You, desire, I, shall be glad (to introduce), who, lives.
5. I, trust, you, have had, letter will find, who, welcome.
6. Ross & Co., assume, they, give (second mortgage), they agree.

**Exercise 9.**—Construct sentences, each containing as many clauses as you can use conveniently, about some event of the day, some item of business, etc.

**NOTE.**—Do not hesitate to try something that will require effort. What one can do very easily will be of little benefit to him.

**12.** A **phrase** is a group of words forming a single expression, but not constituting a proposition: as,—

Into the water ; by the way ; at a bargain ; on horseback.

**13. Position of the Phrase.**—A phrase denotes a related idea, and its position in the sentence should show just what that relation is.

The sentence, "He went to see his friends on horseback," may mean either of two things. Can you tell what they are? Can you re-arrange the sentence in such a way as to make the meaning clear?

**Exercise 10.**—Write sentences containing the following phrases :

1. At least; by hundreds; on the second day; from the depths.
2. After blowing the whistle; entering the next room; climbing the mountain.

**Exercise 11.**—Tell which of the following are *phrases* and which *sentences* :

- |                     |                        |
|---------------------|------------------------|
| 1. On the street.   | 6. Omit that sentence. |
| 2. Take your books. | 7. He went away.       |
| 3. It rains.        | 8. Over the bridge.    |
| 4. During a storm.  | 9. Apply yourself.     |
| 5. At the house.    | 10. At the desk.       |

## LESSON 3.

### THE SENTENCE.—PRINCIPAL ELEMENTS.

**14.** The **principal elements** of a sentence are the *subject* and the *predicate*.

**15.** The **subject** may be a word, a phrase, or a clause: as,—

*Winter is coming. To betray confidence is wrong. "Your squadron looks very pretty,"* was signaled by the British admiral.

**16.** The **predicate** consists of a verb, with or without modifying words: as,—  
*Rain falls. To be contented is to be happy. The American admiral signaled, "Thank you."*

**17. Simple or Compound Subject.**—The subject of a proposition is either *simple* or *compound*.

**18. Simple Subject.**—The subject is simple when something is affirmed of only one thing: as,—

*Copper corrodes.*

**19. Compound Subject.**—The subject is compound when something is affirmed of two or more things: as,—

*Gold and silver* do not corrode.

**20. Simple or Compound Predicate.**—The predicate of a proposition is either simple or compound.

**21. Simple Predicate.**—The predicate is simple when it makes but one affirmation of the subject: as,—

Copper *corrodes*.

**22. Compound Predicate.**—The predicate is compound when it makes two or more affirmations of the subject: as,—

Copper *corrodes and loses its brightness*.

**23. Compound Subject and Predicate.**—The subject and the predicate of a sentence may both be compound: as,—

Gold, silver, and copper are mined, coined, and used as money.

NOTE.—The *subject nominative* is called the *grammatical subject*. The subject nominative, with its modifiers, is called the *entire or logical subject*. The *predicate verb* is called the *grammatical predicate*. The predicate verb, with its modifiers, is called the *entire or logical predicate*.

**Exercise 12.**—Write six sentences containing compound subjects, compound predicates, or both.

#### MODIFYING ELEMENTS.

**24.** The **modifying elements** of a sentence are *adjective elements*, *adverbial elements*, *objective elements*, *connecting elements*, and *independent elements*.

These elements may be words, phrases, or clauses.

**25. Adjective Element.**—Whatever modifies a noun or a pronoun is an adjective element: as,—

*The diligent scholar improves.* *A flock of birds* was in sight. *The house which stood on the corner* burned down. *The sky* is cloudless.

**Exercise 13.**—Construct sentences containing the following adjective elements:

1. Solid; constant; thoughtless; financial; of rare value.
2. That would not be desirable; suffering from cold and hunger.

**26. Adverbial Element.**—Whatever modifies a verb, an adverb, or an adjective is an adverbial element: as,—

The house was sold *yesterday*. The house was sold *to pay the owner's debts*. He writes *very well*. She is *wonderfully* patient.

**Exercise 14.**—Use in sentences the following adverbial elements:

1. Almost immediately; quite recently; respectfully; well; soon.
2. Fast; early; with great difficulty; ten years ago.

**27. Objective Element.**—Whatever is the object of a verb or a preposition is an objective element: as,—

The soil produces *corn*. He knows *that you are diligent*. I did not hear of *it in time*.

**Exercise 15.**—Use the following words and clauses as objective elements:

1. Flowers; Napoleon Bonaparte; Columbus.
2. Who you are; that the earth is round.

**Exercise 16.**—Supply appropriate modifying elements for the following blanks:

1. An ..... building was blown ..... by the .....
2. The ..... man ..... was rescued ..... crew .....
3. Can you tell which of the modifying elements just supplied are adjective, which adverbial, and which objective?

**28.** The **connecting elements** are the *conjunctions*, the *prepositions*, some *adverbs*, and the *relative pronouns*.

The connecting elements will be explained and illustrated farther on.

**29.** The **independent element** may be a *noun* or a *pronoun* used independently; or it may be an *interjection*; or it may be something that *represents an entire sentence*: as,—

*My friend*, you are not wise. *He* failing, who shall meet success? *Oh!* *that you were wise*.

**30. The Attribute.**—A word, a phrase, or a clause, used in the predicate, but relating to the subject, is called the *attribute*: as,—

The man is *honest*. Milton is the *sublimest* of poets. My impression is, *that you will succeed*.

**31. The Copula.**—The verb *be*, with its different forms, *am*, *is*, *are*, *was*, *were*, etc., when used to connect the subject and its attribute, is called the *copula*: as,—

The world *is* beautiful. I *am* weary. He *was* rich.

## LESSON 4.

### CLASSIFICATION OF SENTENCES.

**32. Sentences** are divided with respect to *use*, into four classes: *declarative*, *interrogative*, *imperative*, and *exclamatory*.

**33.** A **declarative** sentence is used to affirm or to deny: as,—

Men walk. Fish do not walk.

**34.** An **interrogative** sentence is used to ask a question: as,—

Are you glad? Where do they live?

**35.** An **imperative** sentence is used to express a command, entreaty, or request: as,—

Know thyself. Give me a penny. Lend me your book.

**36.** An **exclamatory** sentence is used in exclamation or to express strong emotion: as,—

Oh, how sorry I am! Alas! I shall perish!

**Exercise 17.**—Tell to what class each of the following sentences belongs:

1. The day is calm. How many pecks in a bushel? Write rapidly.
2. How kind you are! Where is Australia? How bright the moon is!
3. Bring forth the prisoners. We intend to start to-morrow.

**Exercise 18.**—Write twelve sentences illustrating these four classes.

**37. Sentences** are divided with respect to *form*, into three classes: *simple*, *complex*, and *compound*.

**38. A simple sentence** consists of but one proposition: as,—  
Stars shine. Who comes here? Move slowly.

**39. Propositions** are either *principal* or *subordinate*.

**40. A principal proposition** is one which makes complete sense when standing alone.

**41. A subordinate proposition** is one which must be connected with another proposition to make complete sense: as,—  
The man that does no good does harm.

NOTE.—In this sentence, “The man does harm,” is the principal proposition, for it makes complete sense when standing alone. “That does no good,” is the subordinate proposition, for it does not make complete sense unless connected with the other proposition. It modifies man.

**42. A complex sentence** consists of a principal proposition with either itself, or some part of itself, modified by a subordinate proposition: as,—

Leaves fall when autumn comes. He who is diligent will win the race. I hear that you have bought a fine residence.

**43. A compound sentence** consists of two or more propositions joined by co-ordinate connectives: as,—

Summer comes and fruit ripens. “I go, but I return.”

NOTES.—I. Propositions composing complex or compound sentences, are called clauses or members.

II. The propositions composing compound or complex sentences, may themselves be compound or complex.

III. Relative pronouns, subordinate conjunctions, and conjunctive adverbs, are used to connect the dependent clauses of complex sentences to the principal clause, and to each other when they themselves are complex.

IV. Sometimes the connectives are omitted: as, “Talent is power, tact is skill.”

**Exercise 19.**—Write three simple, three complex, and three compound sentences.

**44. A complex phrase** is one that contains a phrase or a clause, as an adjunct of its principal part: as,—

“In the varieties of life.”

**45. A compound phrase** is one composed of two or more co-ordinate phrases: as,—

“Stooping down and looking in.” “Over the bridge and around the bridge.”

**46. A prepositional phrase** is one which is introduced by a preposition: as,—  
“Of a truth.”



**47. An infinitive phrase** is one, the principal part of which is a verb in the infinitive mode: as,—

“To do good.”

**48. A participial phrase** is one, the principal part of which is a participle: as,—

“A measure founded on justice.”

NOTE.—A phrase may be used as subject, object or attribute, or it may be an adverbial or an adjective modifier, or it may be independent.

“*To achieve success* was his aim,” phrase used as subject. “*I like to study arithmetic*,” phrase used as object. “*To miss the concert was to lose a great pleasure*,” phrase used as attribute. “*Imagine a palace of ivory and pearl*,” phrase used as adjective modifier. “*The old soldiers fought with bravery* = (*bravely*),” phrase used as adverbial modifier. “*To speak plainly*, he is your best friend,” independent phrase.

## LESSON 5.

### ANALYSIS OF SENTENCES.

**49. The analysis** of a sentence is the separation of it into its parts or elements.

**Example 1.**—Washington captured Cornwallis.

EXPLANATIONS.—I. This is a sentence; declarative, simple (why?). Washington is the subject; captured is the predicate verb, and is modified by Cornwallis, an objective element.

**Example 2.**—What did you find?

II. This is a sentence; interrogative, simple (why?). You is the subject; did find is the predicate verb (why?). The predicate verb is modified by what, an objective element.

**Example 3.**—Bring me flowers.

III. This is a sentence; imperative, simple (why?). Thou or you understood is the subject; bring is the predicate verb (why?). The predicate verb is modified by flowers, a direct objective element, and by me, an indirect objective element.

**Example 4.**—They have chosen Garfield president.

IV. This is a sentence; declarative, simple (why?). They is the subject; have chosen is the predicate verb (why?). The predicate verb is modified by Garfield, an objective element, and Garfield is modified by president, an adjective element denoting office.

**Additional Examples.**—He read the books. Students study astronomy. They rowed the boat. Obey the laws. Brokers sell stocks. We elected him moderator. I gave him an apple. Whom did you see?

**Example 5.**—The boat glides smoothly.

V. This is a sentence; declarative, simple (why?) Boat is the subject nominative; glides is the predicate verb. The subject nominative is modified by the, an adjective element; the predicate verb is modified by smoothly, an adverbial element.

**Additional Examples.**—The ladies sing sweetly. Eva ran rapidly. I shall surely oppose you. Is the mountain very beautiful? Promptly give him your attention.

**Example 6.**—William is strictly honest.

VI. This is a sentence; declarative, simple (why?). William is the subject; is, is the predicate verb (or copula); honest is the attribute (why?). The attribute is modified by strictly, an adverbial element.

**Example 7.**—Large trees are plenty.

VII. This is a sentence; declarative, simple. Trees is the subject nominative; are plenty is the predicate verb (why?). The subject nominative is modified by large, an adjective element. Are is the copula (why?). Plenty is the attribute.

**Example 8.**—The lion broke the boy's arm.

VIII. Lion is the subject nominative, modified by the, an adjective element. Broke, the predicate verb, is modified by arm, an objective element. Arm is modified by boy's, an adjective element. Boy's arm is modified by the, an adjective element. (Some may regard the as a modifier of arm.)

**Additional Examples.**—I wrote a long letter. Many hands made quick work. "Man's necessity is God's opportunity." The summer breezes blow soft and cool. The old man, laughing, said "Yes."

**Exercise 20.**—Analyze the following sentences:

I. **Compound subjects.**—1. He and I went to London.

2. Wisdom, judgment, prudence, and firmness were his predominant traits.

3. To profess and to possess are often two different things.

4. Education and energy have accomplished wonders.

II. **Compound predicates.**—1. The bank clerk wrote the draft and handed it to the cashier for signature.

2. Education expands and elevates the mind.

3. He rose, reigned, and fell.

III. **Compound objective elements.**—1. He had a good mind, a sound judgment, and a lively imagination.

2. Learn to labor and to wait.

3. We can see Mars and Venus to-night.

IV. **Compound adjective elements.**—1. He was a good, faithful, and generous man.

2. I am not the advocate of indolence and improvidence.

3. Napoleon was shrewd and far-sighted. He is not angry, but excited.

V. **Compound adverbial elements.**—1. "Man is fearfully and wonderfully made."

2. The soldiers marched slowly and sadly.

3. Swiftly and successfully the aeronaut made his perilous trip.

4. The journey was accomplished speedily, yet pleasantly.

5. The work was done with profit and pleasure.

NOTE.—Compound and complex sentences should be separated into their members, or clauses, in analysis, and each of these should be treated as a simple sentence.

VI. **Compound sentences.**—1. William went to Paris and Henry staid at home.

2. The wind rose and the ship began to roll.

3. Our boat capsized, but we were rescued.

VII. **Complex sentences.**—1. The hand that governs in April, governs in January.

2. I venerate the man whose heart is warm.

3. I know now why you corrected me.

4. "Come as the winds come, when navies are stranded."

NOTES.—I. The student should not pass beyond this lesson until he has fully mastered all the different kinds of elements and sentences mentioned in it.

II. Continuous narrative, if not too difficult in style, usually affords better material for practice than short sentences having no relation to each other, and the "Selection for Practice" given below is believed to be suited to the average student. The time for several lessons may be very profitably given to the study of this selection or any others considered more suitable.

#### SELECTION FOR PRACTICE.

"The entire brigade scarcely made one effective regiment according to the numbers of Continental armies, and yet it was more than we could spare. As they rushed toward the front, the Russians opened on them from the guns in the redoubt on the right, with volleys of musketry and rifles. They swept proudly past, glittering in the morning sun in all the pride and splendor of war.

We could scarcely believe the evidence of our senses. Surely that handful of men are not going to charge an army in position! Alas! it was but too true. Their desperate valor knew no bounds, and far indeed was it removed from its so called better part—discretion.

They advanced in two lines, quickening their pace as they closed toward the enemy. A more fearful spectacle was never witnessed than by those who beheld those heroes rushing to the arms of death. At the distance of twelve hundred yards the entire line of the enemy belched forth, from thirty iron mouths, a flood of smoke and flame through which hissed the deadly balls. Their flight was marked by instant gaps in our ranks, by dead men and horses, by steeds flying wounded or riderless across the plain.

The first line is broken!—it is joined by the second!—they never halt or check their speed for an instant. With diminished ranks—thinned by those thirty guns which the Russians had laid with the most deadly accuracy—with a halo of flashing steel above their heads, and with a cheer which was many a noble fellow's death-cry, they flew into the smoke of the batteries; but, ere they were lost from view, the plain was strewed with their bodies, and with the carcasses of horses."—*Russell*.

## LESSON 6.

### PARTS OF SPEECH.

50. There are eight classes of words, or parts of speech, in the English language: NOUNS, PRONOUNS, ADJECTIVES, VERBS, ADVERBS, PREPOSITIONS, CONJUNCTIONS, and INTERJECTIONS.

51. The noun, pronoun, verb, and some adjectives and adverbs, are inflected.

## NOUNS.

**52.** A **noun** is the name of any person, place, or thing. (Illustrate.)

**53.** Nouns are of two kinds, *Proper* and *Common*.

Common nouns include *collective*, *abstract* and *verbal*.

**54.** A **proper noun** is a name applied to a person or to an individual object: as,—

Henry, America, Bible.

**55.** A **common noun** is the name applied to each of a class of objects: as,—  
Book, bell, school.

**56.** The principal office of nouns is to name the thing of which we affirm something.

**57.** Any word, syllable, letter or symbol, may be used as a noun: as,—  
*You* is a pronoun. *Con* is a prefix. *B* is a consonant. *.* is a period.

**58.** A **collective noun** is a name denoting in the singular form more than one object of the same kind: as,—  
Council, meeting, committee, family.

**Exercise 21.**—Write at least ten other collective nouns.

**59.** An **abstract noun** denotes attributes: as,—  
Virtue, wisdom, whiteness, indolence, ambition, goodness.

**Exercise 22.**—Write ten other abstract nouns.

**60.** A **verbal noun** is a participle or an infinitive used as a noun: as,—  
*Studying* is pleasant. *To progress* is our desire.

**Exercise 23.**—Write ten other verbal nouns.

**61.** Words from other parts of speech, also phrases and clauses, are sometimes used as nouns: as,—

In the *gray* of the morning. What time does your "*promptly*" mean? *To be contented* is to be happy. *That the earth is round* can easily be shown.

**Exercise 24.**—To which class does each of the following nouns belong?

1. Mind, music, thoughts, muscle, strength, class, duty, city.
2. Charter, rights, time, gold, quality, courage, money, Kaiser.
3. Queen, president, navy, war, prices, food, culture, neatness, group.
4. People, darkness, produce, plan, running, Asia, June, day, Monday.

**Exercise 25.**—Form abstract nouns from the following adjectives, and adjectives from the nouns. (More than one can be given in some cases.)

1. Long (3), wide, broad, true, deceptive, able, magnanimous.
2. Inclement, worthy, acceptable, grievous (2), wise, prudent.
3. Apt (2), sagacious, attentive, quiet (2), lovely, legible.
4. Firm, gentle, fortune, sorrow (2), mirth, fire, ancestor.
5. Art (2), splendor, beauty (2), science, wit, courage, hope (2).
6. Despair, cheer, multitude, idea, sense (2), speed, care (3), heart (3).

## LESSON 7.

## MODIFICATIONS OF NOUNS AND PRONOUNS.

## NUMBER.

**62. Modifications**, or inflections of the parts of speech, are changes in their form, meaning, and use.

**63.** Nouns and pronouns have *number*, *person*, *gender*, and *case*.

**64. Number** is that modification of a noun or pronoun which denotes one thing or more than one. There are two numbers, the *singular* and the *plural*.

**65.** The **singular** number denotes one thing.

**66.** The **plural** number denotes more than one thing.

## NUMBER FORMS.

**67. Formation of Plural Nouns.**—The plural of nouns is regularly formed by adding *s* to the singular.

**68.** When the singular ends in a sound that cannot be united with that of *s*, *es* is added to form another syllable: as,—

Topaz, *topazes*; fox, *foxes*; match, *matches*.

NOTE.—Such words as *horse*, *niche*, and *cage*, drop the final *e* when *es* is added.

**Exercise 26.**—Form the plural of each of the following nouns, and note what letters represent sounds that cannot be united with the sound of “s”:

1. Ax or axe, arch, adz or adze, box, brush.
2. Cage, chaise, cross, ditch, face, gas, glass, hedge, horse.
3. Lash, lens, niche, prize, race.

**69. Nouns ending in O.**—Some nouns ending in *o* preceded by a consonant, take “es” without an increase of syllables: as,—

Hero, *heroes*; cargo, *cargoes*.

**70.** Some nouns ending in *o* preceded by a consonant, require *s* only. Nouns ending in *o* preceded by a vowel, add *s*.

**Exercise 27.**—Form the plurals of the following words:

1. Canto, domino, duodecimo, halo, junto, lasso, memento, octavo.
2. Piano, proviso, quarto, salvo, solo, two, tyro, zero, trio, folio, embryo.
3. Cargo, echo, embargo, grotto, hero, bravado, motto, mosquito, mulatto.
4. Negro, portico, potato, tornado, volcano, buffalo, calico.
5. What other nouns ending in *o* can you name?

NOTE.—The plurals of the above nouns can be found in an unabridged dictionary.

**71. Nouns ending in Y.**—Common nouns ending in *y* after a consonant, change *y* into *i*, and take *es* without increase of syllables. Nouns ending in *y* after a vowel, require *s*.



**Exercise 28.**—Form the plurals of the following words:

1. Alley, ally, attorney, chimney, city, colloquy, daisy.
2. Essay, fairy, fancy, kidney, lady, lily.
3. Money, monkey, mystery, soliloquy, turkey, valley, vanity.

**72. Nouns ending in *f* or *fe*.**—Nouns ending in *f* or *fe*, change *f* or *fe* into *ves*, in the plural: as,—

Loaf, *loaves*; life, *lives*.

EXCEPTIONS.—*Dwarf*, *scarf*, *reef*, *brief*, *chief*, *grief*, *kerchief*, *handkerchief*, *mischief*, *guy*, *turf*, *surf*, *safe*, *fife*, *strife*, *proof*, *hoof*, *reproof*, follow the *general* rule. Nouns ending in *ff* require *s* in their plural; as *muff*, *muffs*. Staff makes *staves*, but its compounds are regular; as, *flagstaff*, *flagstaffs*. Wharf has either *wharfs* or *wharves*.

**Exercise 29.**—Give the plural of each of the following nouns and the rule for forming it:

EXAMPLE.—*For*; plural, *fores*.

**Rule.**—Nouns ending in *x* form the plural by adding *es*.

1. Box, book, candle, hat, loaf, wish, fish, sex, coach, inch.
2. Sky, bounty, army, duty, knife, echo, loss, cargo, wife, story, church.
3. Table, glass, study, calf, branch, street, potato, peach, sheaf, booby.
4. Rock, stone, house, glory, hope, flower, city, difficulty, distress, wolf.
5. Day, bay, relay, chimney, journey, valley, needle, enemy, army, vale.
6. Ant, hill, sea, key, toy, monarch, tyro, grotto, nuncio, gulf.
7. Handkerchief, hoof, staff, muff, cliff, whiff, cuff, reef, safe, wharf.

**Exercise 30.**—Give the number of the following nouns:

1. Book, trees, plant, shrub, globes, planets, toys, home.
2. Fancy, mosses, glass, state, foxes, houses, prints, spoon, bears.
3. Lilies, roses, churches, glove, silk, skies, hill, river, scenes, stars, *innuendo*.
4. Berries, peach, porch, glass, pitcher, valleys, mountain, cameos.

**Exercise 31.**—Write six sentences, using in each sentence one of the preceding words, first in the singular and then in the plural number.

**73. Irregular Plurals.**—Some nouns are irregular in the formation of the plural, that is, no general rule can be given: as,—

1. Man, *men*; child, *children*; mouse, *mice*; foot, *feet*.
2. Cherub, *cherubim* or *cherubs*; crisis, *crises*; datum, *data*; ellipsis, *ellipses*.
3. Erratum, *errata*; focus, *foci*; fungus, *fungi*; nebula, *nebulae*.
4. Genus, *genera*; hypothesis, *hypotheses*; miasma, *miasmata*.

**74. Compound Words.**—Some compound nouns in which the principal word stands first, vary the first word: as,—

Son-in-law, *sons-in-law*, court-martial, *courts-martial*; sister-in-law, *sisters-in-law*.

**Exercise 32.**—Form the plural of the following words:

1. Aid-de-camp, attorney-at-law, billet-doux.
2. Hanger-on, knight-errant, man-of-war.

**75.** Most compounds vary the last word: as,—

*Paifuls*, *gentlemen*; *cupful*, *cupfuls*.

NOTE.—Pluralize generally that part of the compound word which is *described* by the rest.

**Exercise 33.**—Write the plural of the following words:

1. Court-yard, dormouse, Englishman, fellow-servant, fisherman.
2. Frenchman, forget-me-not, goose-quill, handful, maid-servant, man-trap, mouthful.
3. Piano forte, porte-monnaie, step-son, tete-a-tete, tooth-brush.

NOTES.—I. The following nouns are not treated as compounds of *man*: Brahman, German, Mussulman, Norman, Ottoman, talisman. Their plurals are formed by adding *s*.

II. A few compounds vary both parts: as, man-singer, *men-singers*; man-servant, *men-servants*.

III. The nouns *alms*, *riches*, *ethics*, *pains*, *politics*, *optics*, and some others, are occasionally construed as singular, but more properly as plural. *News*, formerly singular or plural, is now mostly singular. *Molasses* and *measles*, though ending like a plural, are singular, and are so used. *Oats* is generally plural; *gallons* is both singular and plural; *foot* and *horse*, meaning bodies of troops, and *people*, meaning persons, are always construed as plural; *cannon*, *shot*, *sail*, *cavalry*, *infantry*, are either singular or plural. *People*, when it signifies a community, or body of persons, is a collective noun in the singular; sometimes, though rarely, it takes a plural form: as, "many *peoples* and nations."

IV. A few words that are usually plural, viz: *bowels*, *embers*, *entrails*, *lungs*, have sometimes a singular, denoting a part of that expressed by the plural: as, *bowel*, *lung*, etc.

V. Some nouns are alike in both numbers: as, *deer*, *sheep*, *swine*, *vermin*, *grouse*, *salmon*, *trout*, *apparatus*, *means*, *hiatus*, *series*, *congeries*, *species*, *superficies*, *head*, *cattle*; certain building materials, as, *brick*, *stone*, *plank*, *joist*, in mass; also, *fish*, and sometimes *fowl*, when denoting the class. But several of these, when used in a plural sense, denoting individuals or species, have the regular plural also: as, *salmons*, *trouts*, *fishes*, *fowls*, etc.

VI. The words *brace*, *couple*, *pair*, *yoke*, *dozen*, *score*, *gross*, *hundred*, *thousand*, and some others, are usually alike in both numbers, but in some other constructions, particularly after *in*, *by*, etc., they assume in the plural, a plural form: as, "in braces and dozens." "by scores and hundreds," "worth thousands."

**76. Letters, figures,** and other characters, are generally made plural by adding 's; the plural of such nouns may, however, be *regularly* formed: as,—

The *a*'s and *n*'s in that word. The *4*'s and *5*'s. Cross your *t*'s and dot your *i*'s.

**77. Title Prefixed.**—When a title is prefixed to a proper name, the expression is made plural by annexing the plural termination to either the *name* or the *title*, but not to both: as,—

The *Misses* Howard. The *Miss* Clarks. *Messrs.* Dake.

NOTES.—I. When the title is *Mrs.*, or is preceded by a numeral, the *name* is always made plural: as, the *Mrs.* Browns. The two *Mr.* Barlows.

II. The *title* is always made plural when it refers to two or more persons: as, *Drs.* Brown and Johnson.

**Exercise 34.**—Spell the plural of the following:

Miss Brown, Mrs. Jones, Mr. Lincoln, Dr. Williams.

## LESSON 8.

### PERSON.

**78. Person**, in Grammar, is the distinction of nouns to denote the *speaker*, the *person* or *thing spoken to*, or the *person* or *thing spoken of*.

**79. Three Persons.**—There are three persons; the *first*, the *second*, and the *third*.

**80. First Person.**—A noun is in the first person when it denotes the speaker: as,—

“I, *Paul*, have written it.”

**81. Second Person.**—A noun is in the second person when it denotes the person or thing addressed: as,—

“Thou, *God*, seest me.” “Hail, *Liberty!*”

**82. Third Person.**—A noun is in the third person when it denotes the person or thing spoken of: as,—

*Washington* was brave. *Truth* is mighty.

NOTES.—I. A noun is also in the second person when it is used in apposition with a pronoun of the second person, or when used independently as a term of address: as, “Ye *crag*s and *peaks*.” Idle time, *John*, is ruinous.

II. A noun in the *first* or the *second* person is never used as the subject or object of a verb, but may be put in apposition with either, for the purpose of explanation: as, “And I have loved thee, *Ocean*.”

**Exercise 35.**—Compose ten sentences in each of which there shall be examples of nouns and of pronouns, illustrating the three persons.

## LESSON 9.

### GENDER FORMS.

**83. Gender** is that property or modification of a noun or pronoun which denotes whether the object named belongs to the male sex, the female sex, or to neither.

**84.** Gender is of three kinds, the *masculine*, the *feminine*, and the *neuter*.

**85.** The **masculine** gender denotes males: as,—

Boy, man, husband, uncle, king.

**86.** The **feminine** gender denotes females: as,—

Girl, woman, wife, aunt, queen.

**87.** The **neuter** gender denotes things that are neither male nor female: as,—Wood, coal, water, snow, ice.

NOTE.—English nouns have no distinctive *neuter* forms, but a few have different forms to distinguish the *masculine* from the *feminine*.

**88. Gender Forms in Construction.**—Gender as a matter of *orthography*, is of some importance; but in *etymology* it is chiefly important as involving the correct use of the pronouns *he*, *she*, and *it*.

NOTES.—I. A singular noun, the gender of which cannot be determined by its meaning, but which is known to denote a male, is of the *masculine* gender.

II. A singular noun, the gender of which cannot be determined by its meaning, but which is known to denote a female, is of the *feminine* gender.

III. A plural noun that is known to denote individuals of both sexes is said to be of the *common* gender.

**89. How distinguished.**—The masculine is distinguished from the feminine in three ways:

1. By using different words: as,—

<i>Masculine.</i>	<i>Feminine.</i>
boy,	girl.
son,	daughter.

2. By prefixing or affixing a distinguishing word: as,—

<i>Masculine.</i>	<i>Feminine.</i>
manservant,	maidservant.
salesman,	saleswoman.
Mr. Booth,	Mrs. Booth.

3. By a difference in the ending of the words: as,—

<i>Masculine.</i>	<i>Feminine.</i>
count,	countess.
executor,	executrix.
hero,	heroine.

NOTE.—*ess* is the most common ending for feminine nouns.

**90.** The **pronoun** has *three* gender forms: masculine *he*, feminine *she*, neuter *it*.

NOTE.—When a singular noun is used so as to imply persons of both sexes, it is commonly represented by a masculine pronoun: as, Every person has *his* faults.

**Exercise 36.**—State the gender of each of the following words:

1. tree, boy, aunt, James, car, desk.
2. Emma, pen, cousin, Henry, author.
3. preacher, conductor, electrician, niece.
4. grandsire, cattle, regiment, agitator.
5. amanuensis, deaconess, bride, shipmate.

**Exercise 37.**—Form the feminine of each of the following nouns by adding *ess*.

1. author, baron, count, deacon, giant.
2. god (double the “d”), heir, host, Jew, lion.
3. patron, poet, prince (drop final “e”), prior.
4. shepherd, tailor, tutor, priest, prophet.

**Exercise 38.**—Drop the vowel *e* or *o*, in the ending of the masculine, and add *ess*:

1. actor, ambassador, arbiter, benefactor, conductor, director, editor.
2. enchanter, hunter, idolater, instructor, preceptor, tiger, waiter, auditor, doctor.

**Exercise 39.**—Drop the masculine *er* and add the feminine *ess*:

Adventurer, caterer, murderer, sorcerer.

NOTE.—Changing the termination of the masculine to form the feminine, is gradually going out of use.

**Exercise 40.**—Give five examples of each of the three ways of distinguishing the masculine from the feminine.

## LESSON 10.

### CASE IN NOUNS.

**91.** Case is that modification of a noun or pronoun which denotes its office in the sentence.

**92.** There are three cases; the *subjective* case, the *possessive* case and the *objective* case.

**93.** The **subjective** (often called the nominative) case of a noun or pronoun denotes its office as subject or as attribute complement: as,—

*John* attends school. *John* is a *student*.

**94.** The **possessive** case of a noun or pronoun denotes its office as possessive modifier: as,—

The *thief's* lost hat identified him.

**95.** The **objective** case of a noun or pronoun denotes its office as object complement, or as the principal word in a prepositional phrase: as,—

The thief lost his *hat* in the *struggle*.

**96. Independent.**—A noun or pronoun is said to be independent when it merely names the person: as,—

*James*, close the door.

NOTE.—The subjective and objective cases of nouns, are alike in form.

**97. Rules for Possessive.**—I. The possessive case in the singular number, and in those plurals which do not end in *s* in the subjective, is formed by adding an apostrophe and *s* ('s) to the subjective: as,—

Girl's, John's, men's, children's.

II. When the plural ends in *s*, the possessive is formed by adding an apostrophe only: as,—

Girls', ladies', husbands', aunts'.



**98.** The **declension** of a noun or pronoun is the inflection or change in termination to denote the different cases in the two numbers.

## EXAMPLES OF DECLENSION.

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Subj.</i>	lady.	ladies.	man.	men.	John.	_____
<i>Poss</i>	lady's.	ladies'.	man's.	men's.	John's.	_____
<i>Obj.</i>	lady.	ladies.	man.	men.	John.	_____

NOTE.—Proper names, for the most part, have no plural.

**Exercise 41.**—Write the possessive forms of the following words in both numbers:

1. child, women, James, lady, knife, Harris.
2. city, class, pulley, Wilson, knife, axe, arch, bridge, year.

NOTE.—Instead of the possessive form, the preposition *of* with its object, may sometimes be used: as, The *captain's* statement = The statement *of the captain*. My *father's* picture might not mean a picture *of my father*. My friend's father's partner's son = The son of the partner of the father of my friend; but, The son of my friend's father's partner, or The son of the partner of my friend's father, would be better.

**99.** The **objective** case is used:

1. To denote the object of a transitive verb in the active voice: as,—James assists *Thomas*.
2. To denote the object of a relation expressed by a preposition: as,—They live in *London*.
3. To denote time, value, weight, or measure, without a governing word: as,—The wall was 1200 *feet* long. It was well worth a *dollar*.

NOTE.—The purpose of the study of language should be to acquire facility in the use of it, and the main effort should be directed to practice in *construction* rather than to finding defects in what others have thought out and expressed. That portion of the work in this book which directs the student to originate and supply is commended as the *really important* and *essential* part, but the necessity of giving some exercises in the correction of errors seems to be evident.

Objection is made by some to any presentation to the student of incorrect forms of language, and this might have more force were it not that he is exposed to bad usage, in some degree, every day. Many students use incorrect expressions for years in entire ignorance of their incorrectness until confronted with them in the class room. If, by the judicious use of such exercises, the student can be educated to become critical and observing, fear should not be felt for the ultimate result. The student is cautioned, however, against expecting that such work *only* will give him much power in using language.

**Exercise 42.**—Correct all the errors in number and case forms in the following sentences:

1. I have two brother-in-laws.
2. There were three knights-templar in the proccession.
3. Nebulas are sometimes called star-dust.
4. I saw the two Mrs. Jackson.
5. Miss Evan's absence was explained.
6. The Jones' were all there.
7. Three boy's skates were broken.
8. The mens' wages should be paid promptly.
9. Jame's pictures and Mr. Johnsons' pianos were loaned to the society.
10. She is reading in her sisters book.

11. He studied Greenes grammar.
12. The Generals presence was unexpected.
13. Among his books, he had folioes, quartoes, and octavoes.
14. My brother's wife's sister's drawings are much admired.

**100.** A **noun** or a **pronoun** that modifies the meaning of another noun by denoting possession, must be in the possessive case: as,—

"*Man's* extremity is *God's* opportunity." "He loved *his* country."

**101.** Possessive nouns in apposition or connected by conjunctions, take the possessive sign but once, and that immediately preceding the governing noun: as,—

"For David, my *servant's* sake." "America was discovered during Ferdinand and *Isabella's* reign."

**102.** If the words do not imply common possession, the sign must be repeated before each: as,—

He had the surgeon's and the physician's opinion.

NOTE.—Ambiguity may often be prevented by putting the assumed subject of a participle in the possessive case: as, *The writer being a scholar is not doubted*, may mean that the writer is not doubted because he is a scholar. Say *writer's*, or *That the writer is a scholar*, etc. Can you correct this sentence in another way?

**Exercise 43.**—Select the correct forms in the following:

1. There is no doubt of the  $\left\{ \begin{array}{l} \text{bill} \\ \text{bill's} \end{array} \right\}$  passing the House.
2. You will find the book at  $\left\{ \begin{array}{l} \text{Brown} \\ \text{Brown's} \end{array} \right\}$  the bookseller and stationer's.
3. This pencil is  $\left\{ \begin{array}{l} \text{Mary} \\ \text{Mary's} \end{array} \right\}$  or Ella's.
4. Were  $\left\{ \begin{array}{l} \text{Cain's} \\ \text{Cain} \end{array} \right\}$  and Abel's occupations the same?
5. Edward the Second's death was a shocking one. (The death of Edward the Second.)
6. Ten  $\left\{ \begin{array}{l} \text{days} \\ \text{days'} \\ \text{day's} \end{array} \right\}$  interest will then be due.
7. Three  $\left\{ \begin{array}{l} \text{months} \\ \text{months'} \\ \text{month's} \end{array} \right\}$  grace was given to the debtor.
8. The  $\left\{ \begin{array}{l} \text{world's government} \\ \text{government of the world} \end{array} \right\}$  is not left to chance.
9. Neither the  $\left\{ \begin{array}{l} \text{lawyer's} \\ \text{lawyers'} \end{array} \right\}$  nor the  $\left\{ \begin{array}{l} \text{doctors'} \\ \text{doctor's} \end{array} \right\}$  aid was ever needed in that happy valley.
10. There is nothing to prevent  $\left\{ \begin{array}{l} \text{him} \\ \text{his} \end{array} \right\}$  going.
11. Much depends on the  $\left\{ \begin{array}{l} \text{pupil} \\ \text{pupil's} \end{array} \right\}$  composing frequently.
12. \*Are you stating  $\left\{ \begin{array}{l} \text{somebody else's} \\ \text{somebody's else} \end{array} \right\}$  opinion?
13. He disobeyed his  $\left\{ \begin{array}{l} \text{father} \\ \text{father's} \end{array} \right\}$  as well as his mother's commands.

\*NOTE.—Opinions vary as to which of these forms is proper. It is argued by some that as "else" is here an adjective equivalent to "other," or "besides," it is as absurd to say "else's" as it would be to say "Somebody other's opinion," to which it should be answered that to say "Somebody's other opinion" (the equivalent of somebody's else"), would be manifestly incorrect.

The sanction usage accords the form "else's" is probably due to the greater ease and naturalness with which it may be uttered. There is, certainly, very little authority in usage for the other form.

## LESSON 11.

## PRONOUNS.

**103.** A **pronoun** is a word used for a name or instead of a noun: as,—

*I* am the man. Bunyan was a good man; *he* wrote Pilgrim's Progress. Harry said, "This book is *mine*, and *I* am delighted with *it*."

NOTE.—Pronouns are used to prevent the awkward repetition of nouns in the same connection. But for the pronouns, the third example above would have to be written: Harry said, "This book is Harry's and Harry is delighted with the book."

**104.** Pronouns are divided into four classes, *personal*, *relative*, *interrogative* and *adjective*.

## PERSONAL PRONOUNS.

**105.** A **personal** pronoun distinguishes the person by its form; that is, the word shows by its form whether it is of the *first*, *second*, or *third* person.

**106.** The **simple** personal pronouns are *I*, *thou* or *you*, *he*, *she*, and *it*, with their plurals, *we*, *you* or *ye*, *they*.

**107.** The **compound** personal pronouns are *myself*, *thyself* or *yourself*, *himself*, *herself*, and *itself*, with their plurals *ourselves*, *yourselves*, and *themselves*.

NOTE.—The pronoun *it* is often used without direct reference to any particular person or time: as, *It* is impossible to please everyone. *It* is 12 o'clock.

**108. Forms.**—Personal pronouns, like nouns, express *person*, *number*, and *case*, and the third personal pronoun in the singular number expresses *gender*.

**109. Declension.**—The following table shows the various inflections and other changes of the personal pronouns.

## DECLENSION OF THE PERSONAL PRONOUNS.

	Singular.			Plural.		
	<i>Subj.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Subj.</i>	<i>Poss.</i>	<i>Obj.</i>
<i>First person,</i>	<i>I</i> ,	<i>my</i> or <i>mine</i> ,	<i>me</i> .	<i>We</i> ,	<i>our</i> or <i>ours</i> ,	<i>us</i> .
<i>Second per.,</i>	<i>You</i> ,	<i>your</i> or <i>yours</i> ,	<i>you</i> .	<i>You</i> ,	<i>your</i> or <i>yours</i> ,	<i>you</i> .
<i>Third per.,</i> {	<i>Mas.</i>	<i>He</i> ,	<i>his</i> ,	<i>him</i> ,	{ <i>They</i> , <i>their</i> or <i>theirs</i> , <i>them</i> .	
	<i>Fem.</i>	<i>She</i> ,	<i>her</i> or <i>hers</i> ,	<i>her</i> ,		
	<i>Neut.</i>	<i>It</i> ,	<i>its</i> ,	<i>it</i> ,		
<i>Solemn Style, second per.,</i>	<i>Thou</i> ,	<i>thy</i> or <i>thine</i> ,	<i>thee</i> .	<i>Ye</i> ,	<i>your</i> or <i>yours</i> ,	<i>you</i> .

**Exercise 44.**—1. Name the personal pronoun in the first person, singular number, objective case. (Ans., *me*.)

2. Name the third, plural, objective.

3. Name the third, singular, possessive, feminine.

4. Name the second, singular, possessive.

5. Give the person, number, gender, and case of *she*, *its*, *we*, *you*, *they*, *thou*, *thee*.

## PERSONAL PRONOUN AND ANTECEDENT.

**110. Rule.**—Personal pronouns agree with the words for which they stand, in gender, number, and person: as,—

“A tree is known by *its* fruit.”

“All that a man hath, will *he* give for *his* life.”

NOTE.—The word, phrase, or clause for which a pronoun stands is called its *antecedent*.

**111. Special Rule I.**—When a pronoun refers to two or more words taken together, it becomes plural; and if they are of different persons, the first person is preferred to the second, and the second to the third: as,—

He and she did *their* duty. John, you and I will do *our* duty. Either you or I *am* in the wrong. Either Mary or you *have* done it.

**112. Special Rule II.**—When a pronoun refers to two or more words in the singular taken separately, or to one of them exclusively, it must be singular: as,—

“A clock or a watch moves merely as *it* is moved.”

But if either of the words referred to is plural, the pronoun must be plural also: as,—

Neither he nor they trouble *themselves*.

NOTES.—I. Nouns are taken together when connected by *and*; when connected by *or* or *nor*, also after *each*, *every*, *no*, though connected by *and*, they are taken separately: as, Each book and each paper is in *its* place.

II. When singular nouns of different genders are taken separately, they cannot be represented by a pronoun, for want of a singular pronoun, common gender, except by clumsy repetition; thus, “If any man or woman shall violate *his* or *her* pledge, *he* or *she* shall pay a fine.” The plural pronoun in such cases, though sometimes used, is improper: as, “If any man or woman shall violate *their* pledge,” etc.

In all such cases the *masculine* is preferred. Sometimes the antecedent may be pluralized.

III. Pronouns referring to singular nouns, or to other words of the common gender, taken in a general sense, are commonly masculine: as, A parent should love *his* child. Every person has *his* faults. No one should commend *himself*.

The want of a singular personal pronoun, common gender, is felt also in this construction, and it is suggested that to avoid a seeming exclusion of one sex, the antecedent in such expressions be made plural; as, for instance, *members* and *passengers* in sentences 26 and 30 under exercise 45.

IV. A pronoun should be used in the singular number, to represent a collective noun denoting unity of idea: as, “The board of directors should have its powers defined and limited by a charter.”

V. A pronoun should be used in the plural number, to represent a collective noun denoting plurality of ideas: as, “The Cabinet seemed to be divided in *their* sentiments.”

VI. Do not needlessly insert pronouns: as, “The river rising very rapidly, *it* overflowed its banks.” Omit “it.”

**Exercise 45.**—In the following sentences use the correct personal pronouns, give the reason for their use and state the antecedent to which the pronouns refer.

1. A person's success in life depends on ..... exertions; if ..... aim at nothing ..... will achieve nothing.

2. Extremes are not in ..... nature favorable to happiness.

3. A man's recollections of the past regulates .... anticipations of the future.

4. Let every boy answer for .....
5. Each of us had more than ... wanted.
6. Every one of you should attend to ..... own business.
7. Discontent and sorrow manifested ..... in his countenance.
8. Both cold and heat have ..... extremes.
9. You and your friend should take care of .....
10. You and I must be diligent in .... studies.
11. John or James will favor us with ..... company.
12. One or the other must relinquish ..... claim.
13. Neither riches nor honor confers happiness on ..... votaries.
14. Each day and each hour brings ... changes.
15. No thought, no word, no action, however secret, can escape in the Judgment, whether  
..... be good or evil.
16. Let every man and every woman try to do ..... best.
17. If any boy or girl shall neglect ..... duty ..... shall forfeit ..... place.
18. One should not think too highly of .....
19. A teacher should always consult the interest of .... pupils.
20. A parent's care for ..... children is not always required.
21. Both James and Samuel learned ..... lesson.
22. People should be kind to ..... other.
23. Did you see which of the students finished ..... examples first ?
24. Every boy and every girl shall have ..... reward.
25. Let the President of the Senate make such appointments as ... pleases.
26. If any member of the congregation wishes to connect ..... with this church,  
..... will please come forward while the choir sings.
27. They had some victuals left and we ate .....
28. Every person and every thing was in ... proper place.
29. It is ... and not .... whom you wish to see.
30. If any passenger has not paid his fare, ... will come up to the captain's office and pay it.

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## LESSON 12.

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### AMBIGUOUS USE OF THE PERSONAL PRONOUNS.

**113. Position of Personal Pronoun.**—A personal pronoun should be so placed with reference to the word which it represents as to make the intended meaning perfectly clear.

**Example 1.**—"The student said to his classmate that if he did not feel better soon he thought he ought to call the doctor."

In this sentence the two nouns, "Student" and "Classmate" refer to different persons, but they require the same pronouns to represent them, and some of the pronouns are used in such an indistinct way as to make it impossible, or very difficult, to determine to which noun they refer. The meaning may be that if the student does not feel better soon he ought to call the doctor, or his classmate ought to call the doctor; or that, if the classmate does not feel better soon he ought to call the doctor, or the student ought to call the doctor.



These four meanings may be shown by *direct* quotation, as follows:

1. The student said to his classmate, "If I do not feel better soon I think I ought to call the doctor."
2. "If I do not feel better soon I think you ought to call the doctor."
3. "If you do not feel better soon I think you ought to call the doctor."
4. "If you do not feel better soon I think I ought to call the doctor."

**Example 2.**—"The young man made such rapid progress under his teacher's direction that he recommended him to his friend."

In this sentence it is impossible to say whether the young man recommended his teacher, or the teacher recommended the young man. The obscurity may be avoided by changing the construction: as, The young man recommended his teacher to his friend because he had made such rapid progress under his direction.

Sometimes all that is necessary to avoid the ambiguity of such constructions is to change the order of statement.

**Example 3.**—"In his accounts of campaigns, he never referred to his own deeds, though he was often in the most exciting parts of them."

In this sentence, if we change the position of the last clause as follows: "In his accounts of campaigns, though he was often in the most exciting parts of them, he never referred to his own deeds," the intended meaning is clearly shown.

**NOTE.**—Errors similar to those just described in the use of the personal pronoun are made so easily and unconsciously that special watchfulness must be exercised to avoid them. The person using such expressions knows, of course, what nouns he intends the pronouns to represent, but other people often have to guess at, or infer, his meaning, and even that is sometimes impossible.

**Exercise 46.**—Change the following constructions so as to show clearly the different meanings possible with each:

1. When the author took his manuscript to the publisher he told him it was tedious reading.
2. Jack tried to see Tom in the crowd but could not because he was so short.
3. The butcher told the farmer that his dog had worried his sheep and that he thought he ought to pay him for his loss.
4. There are many children whose fathers and mothers died when they were infants.
5. The young man told me he had never seen his father as he had been killed in a train wreck before he was born.
6. She told her to call on her friend and ask her to give her a letter of recommendation.
7. The little boy asked his father how old he was.
8. Harry told Charles that he was glad he had received the appointment.
9. James promised his brother never to forsake his friends.
10. The lad cannot leave his father, for if he should leave his father, he would die.
11. The bookkeeper told his employer that his New York agent would arrive at noon and that he wished him to show him their new designs.
12. Smith told Brown that Jones would vouch for him.
13. The lawyer told the witness that the judge wished him to answer his question.
14. Whenever Jack met Tom he would ask him to tell him what he thought of his plan.
15. The manager became aware of the cashier's fraud by a letter of his to his assistant.



## LESSON 13.

## RELATIVE PRONOUNS.

**114.** A **relative** pronoun is one that relates to some preceding word or words, generally a noun or a pronoun, and connects different clauses of a sentence: as,—  
Solomon *who* wrote the Proverbs. He does not know *what* to do. The carriage *which* brought us has returned.

NOTE.—A relative pronoun should never be used merely as a connective: as, “I do not know but what I shall attend” is incorrect because the relative *what* is used instead of the conjunction *that*.

**115.** The **simple relatives** are *who*, *which*, *that*, *what*, and *as*.

**116.** **Who** is applied to persons: as,—  
The orator *who* speaks.

**117.** **Which** is applied to inferior animals and to things: as,—  
The dog *which* barks. The house *which* was burned.

**118.** **That** is applied to both persons and things: as,—  
The boy *that* was truthful. The house *that* was burned.

NOTE.—*That*, as a relative, is used instead of *who* or *which*:

1. After adjectives in the superlative degree; after the words *very*, *same*, and *all*; often after *no*, *some*, and *any*, and generally in restrictive clauses.

2. When the antecedent includes both persons and things; as, The *man* and the *horse that* we saw.

3. After the interrogative *who*, and often after the personal pronouns: as, *Who that* knew him could think so? “*I that* speak in righteousness.”

4. Generally when the propriety of *who* or *which* is doubtful: as, “The little *child that* was placed in the midst.”

**119.** **What** is applied to things only: as,—  
He knows not *what* to say.

**120.** What can be resolved into *that which* or *the thing which*. Its antecedent is always omitted.

**121.** **As** is called a relative pronoun when it is used after *such*, *many*, or *same*.

**122.** **Gender.**—*Who* is masculine or feminine, and *that* and *which* are masculine, feminine, or neuter.

**123.** **Declension.**—*That* and *what* are indeclinable, and are never used in the possessive case. *Who* and *which* are inflected as follows:

## DECLENSION OF WHO AND WHICH.

	<i>Sing. and Plu.</i>	<i>Sing. and Plu.</i>
<i>Subj.</i>	Who.	Which.
<i>Poss.</i>	Whose.	Whose.
<i>Obj.</i>	Whom.	Which.

**124.** The **Compound relatives** are formed by adding *ever* and *soever*, to *who*, *which*, and *what*.

**Exercise 47.**—Write seven sentences containing relative pronouns.

#### RELATIVE PRONOUN AND ANTECEDENT.

**Rule.**—The relative should agree with its antecedent in number, gender, and person: as,—

Thou *who* speakest. The book *which* was lost.

**125.** The **antecedent** of a relative pronoun is the word to which the pronoun relates: as,—

The *farm* which was sold.

**NOTES.**—I. The relative pronoun and the preposition governing it, should not be omitted when they are needed to give proper connection in the sentence: as, “Yonder is the place *in which* I saw him,” not, “Yonder is the place I saw him.”

II. Every relative pronoun should have for its antecedent a noun or its equivalent. “Be diligent; without which you can never succeed,” should be, “Be diligent; for without diligence you will never succeed,” or, “Use diligence; without which, etc.”

III. Collective nouns, unless they refer to persons directly, require the relative *which* or *that* to represent them: as, “He instructed the crowds *which* surrounded him.” Here *who* would be improper.

IV. The adverb *where* should not be used instead of *which* and a preposition, unless *place* is the predominant idea. “The grave *where* our hero we buried,” is correct; but, “The battle *where* he was killed,” should be, “The battle *in which* he was killed.”

V. In a series of relative clauses having the same antecedent, the same pronoun should be used. Thus, it is improper to say, “The man *that* met us and *whom* we saw.” It should be, “*who* met us,” or, “*that* we saw.”

**Exercise 48.**—Supply relative pronouns in the following sentences, and give the antecedent to which each refers; also, give the rule or the reason for using the pronoun you select:

1. Those ..... seek wisdom will certainly find her.
2. This is the friend ..... I love.
3. That is the vice ..... I hate.
4. The tiger is a beast of prey ..... destroys without pity.
5. The court ..... gives currency to such manners should be exemplary.
6. The nations ..... have the best rulers are happy.
7. Your friend is one of the committee ..... was appointed yesterday.
8. The family with ..... I lived has left the city.
9. His father set him up as a merchant, ..... was what he desired to be.
10. It is the best situation ..... can be got.
11. That man was the first ..... entered.
12. This is the same horse ..... we saw yesterday.
13. Solomon was the wisest king ..... the world ever saw.
14. The lady and the lap-dog ..... we saw at the window, have disappeared.

## LESSON 14.

### AMBIGUOUS USE OF THE RELATIVE PRONOUNS.

**126. Position of Relative Pronoun.**—The relative pronoun should be so placed with reference to the word to which it relates as to make the intended meaning perfectly clear.

**Example 1.**—“He delivered his oration in the new hall which had been prepared for the occasion the week before.”

Which was prepared the week before—the oration or the hall? The position of *which* would indicate that it refers to *hall*, so if the other meaning is to be conveyed the relative *which* should follow the noun *oration*.

NOTE.—From this illustration it will be seen that in sentences in which the relative may refer with equal propriety to different nouns, its position must be such as to show exactly the meaning intended.

**Example 2.**—“The first ball fired from our guns shattered the mainmast which was a fifty-pounder.”

The position of *which* in this sentence would indicate that it refers to *mainmast*, but it is evident from the sense that it refers to *ball*, and it should therefore follow the noun *ball*, or at least, precede *mainmast*.

NOTES.—I. While in sentences like the preceding one it is often possible to gather the true meaning, even though the position of the relative be incorrect, yet the idea conveyed is sometimes so absurd that few persons could be found willing to use such expressions knowingly. A letter written by a friend contained the following statement: “I have fully recovered from my sickness of last summer which prevented my joining you at Chautauqua, for which I am very glad.” The writer of that sentence was unconscious of the suggestion that he was glad his sickness had prevented him from joining his friend, and his friend, of course, understood what he was trying to say, but the meaning that was not intended was the one made most apparent.

It will be noticed that the place where an error of this kind occurs is generally near the end of a sentence, as a thought seemingly suggested at the moment in addition to what was first intended. This may explain why very absurd statements are sometimes passed over unnoticed by those who make them, and it is considered important that the habit be formed of reading carefully what one has written before putting it into the hands of others.

It may be added that, in such constructions, it should not be necessary to rely upon the punctuation to make the meaning clear.

II. Errors similar in character to those described in the use of pronouns are sometimes found in using participles and prepositions.

**Exercise 49.**—Make the meaning clear in the following sentences:

1. A poor waif was found in the doorway by the wealthy proprietor who was shivering with the cold.
2. He delivered the ice to the State St. dealer that he had cut into twenty-pound lumps.
3. The pupil will receive a reward from the teacher who is diligent.
4. He should not keep a horse that cannot ride.
5. (Correct the sentence quoted in note I, above.)

6. A purse was picked up by a boy that was made of leather.
7. Claudius was canonized among the gods who scarcely deserved the name of man.
8. A dog was found in the street leading to the capitol that wore a brass collar.
9. Furnished rooms wanted by two gentlemen that are heated by steam.
10. The cottage was sold to my neighbor that has the brick foundation.
11. A number of seats were occupied by the students that had no backs.
12. Our lunch was brought to us on a large tray which we ate while the men were getting the boat ready.
13. Mr. Smith has sent us some very fine perch for which he will please accept our thanks, some of which weigh over a pound.
14. A man has no right to judge another who is a party concerned.
15. The galleries are furnished with chairs set apart for visitors that are beautifully carved and upholstered.

## LESSON 15.

### INTERROGATIVE PRONOUNS.

**127.** An **interrogative pronoun** is a pronoun used in asking a question. The interrogative pronouns are *who*, *which*, and *what*. *Who* and *which* are declined in the same manner as the corresponding relatives.

**128.** **Who** is applied to persons: as,—

*Who* comes there? *Whose* is this horse? To *whom* shall I deliver it?

**129.** **Which** is applied to both persons and things: as,—

*Which* of the boys did it? *Which* do you prefer?

**130.** **What** is used with reference to things in an indefinite manner: as,—

*What* are you doing? *What* will you have?

**Exercise 50.**—Write seven sentences containing relatives and seven containing interrogatives, and underscore the required pronouns.

### ADJECTIVE PRONOUNS.

**131.** An **adjective pronoun** is a definitive or a distributive adjective used without its noun: as,—

*Some* one said so. Give to *each* his share.

**132.** The *adjective* pronouns are *all*, *any*, *both*, *each*, *either*, *neither*, *few*, *many*, *much*, *none*, *one*, *some*, *this*, *that*, *those*, *these*, and a few others.

NOTES.—I. The personal pronoun *them* should not take the place of the adjective pronoun *those*, nor the pronoun *what* the place of the conjunction *that*: as, "I do not know but what them two will be enough," change *what* *them* to *that* *those*.

II. Adjective pronouns are sometimes called *pronominal adjectives*. "It matters not whether the words under consideration are called *adjective pronouns* or *pronominal adjectives*. For all practical purposes, the terms may be considered convertible."—FOWLER.

**Exercise 51.**—Select the personal, relative, interrogative, and adjective pronouns in the following extracts, and name the antecedents of the first two classes:

1. My worthy friend, Sir Roger, is one of those who is not only at peace within himself, but beloved and esteemed by all about him. He receives a suitable tribute for his universal benevolence to mankind, in the returns of affection and good-will which are paid him by every one that lives within his neighborhood. I lately met with two or three odd instances of that general respect which is shown to the good old knight. He would needs carry Will Wimble and myself with him to the country assizes. As we were upon the road, Will Wimble joined a couple of plain men who rode before us, and conversed with them for some time; during which my friend Roger acquainted me with their characters.—*Addison* in the "Spectator."

2. "This chair is supposed to have been made of an oak-tree which grew in the park of the English Earl of Lincoln. \* \* \* But when his daughter, the Lady Arbella, was married to a certain Mr. Johnson, the earl gave her this valuable chair."

"Who was Mr. Johnson?" inquired Clara.

"He was a gentleman of great wealth, who agreed with the Puritans in their religious opinions," answered Grandfather.—Extract from "Grandfather's Chair."

## LESSON 16.

### ADDITIONAL RULES.

**133. Rule 1.**—A noun or a pronoun which is the subject of a finite verb, must be in the subjective case: as,—

"*He who would control others, must first learn to control himself.*" *He* is the subject of *must learn*. *Who* is the subject of *would control*.

**134. Rule 2.**—A noun or a pronoun used as an explanatory modifier, is put by apposition in the same case as the word explained: as,—

"Hope, the *star* of life, never sets." "I, *John*, saw these things." "It was Moses, *he* who led the children of Israel out of Egypt." "We heard Spurgeon, the great London preacher."

NOTE.—"Star," the noun used as an explanatory modifier is used in the same case (*subjective*) as the word explained, which is "Hope." "John" is in the *subjective* case by apposition with "I." "He" is in the *subjective* case by apposition with "Moses." "Preacher" is in the *objective* case by apposition with "Spurgeon."

**135. Rule 3.**—A noun or a pronoun used as an attribute, must be in the same case as the subject: as,—

"It was *I* that did it." "Lincoln was elected *president*."

**136. Rule 4.**—A noun or a pronoun used absolutely, or independently, is in the independent case, or the subjective case independent: as,—

"*He* being absent, I withdrew my opposition." "*Plato*, thou reasonest well."

**137. Rule 5.**—A noun or a pronoun *following* infinitives or participles of intransitive verbs, must be in the same case with a noun or a pronoun *preceding* them: as,—

It was thought to be *he*. I believed him to be an honest *man*.



NOTES.—I. "He," following "to be," is in the subjective case, because "it," preceding "to be," is in the subjective case. "Man," following "to be," is in the objective case, because "him" is in the objective case, object of "believed."

II. In the sentence, "It being *her*, we listened attentively," "*her*" is incorrect. The participle "being" is preceded by "it," in the subjective case, and should have the subjective form of the following pronoun. It being *she*, we listened attentively, is correct. "*Whom* do men say that I am?" should be, "Who do men say that I am?"

**138. Rule 6.**—A noun or a pronoun is in the objective case when it is the object of a verb or a preposition: as,—

I saw *him* of *whom* you were speaking.

**139. Special Rule.**—When a pronoun which is used as an object, is placed at a distance from its governing word, care must be taken to give the objective form to the pronoun: as,—

"*They* that honor me I will honor," is incorrect: "*they*" is the object of the verb "will honor," and should be used in the objective form—"Them that honor me I will honor."

**Exercise 52.**—In the following sentences tell which of the pronouns suggested should be used and why:

1.  $\begin{matrix} \text{She} \\ \text{Her} \end{matrix} \}$  and  $\begin{matrix} \text{I} \\ \text{me} \end{matrix} \}$  are studying German together.
2.  $\begin{matrix} \text{He} \\ \text{Him} \end{matrix} \}$  being a diligent student, easily mastered the subject.
3. Do you mean Noah Webster,  $\begin{matrix} \text{him} \\ \text{he} \end{matrix} \}$  who wrote the dictionary?
4. May John and  $\begin{matrix} \text{I} \\ \text{me} \end{matrix} \}$  have a vacation to-day?
5.  $\begin{matrix} \text{They} \\ \text{Them} \end{matrix} \}$  that seek wisdom will find it.
6. She is taller than  $\begin{matrix} \text{I} \\ \text{me} \end{matrix} \}$  but Mary is as tall as  $\begin{matrix} \text{she} \\ \text{her} \end{matrix} \}$ .
7. This is between you and  $\begin{matrix} \text{me} \\ \text{I} \end{matrix} \}$ .
8. If you and  $\begin{matrix} \text{I} \\ \text{me} \end{matrix} \}$  can persuade her to act differently I shall be glad.
9. It was not  $\begin{matrix} \text{I} \\ \text{me} \end{matrix} \}$  that said it.
10.  $\begin{matrix} \text{Who} \\ \text{Whom} \end{matrix} \}$  do you think was present at the last meeting?
11.  $\begin{matrix} \text{They} \\ \text{Them} \end{matrix} \}$  that study grammar talk no better than  $\begin{matrix} \text{I} \\ \text{me} \end{matrix} \}$ .
12.  $\begin{matrix} \text{Whom} \\ \text{Who} \end{matrix} \}$  should I meet the other day but my old friend John.
13. I took that short man to be  $\begin{matrix} \text{he} \\ \text{him} \end{matrix} \}$ .
14.  $\begin{matrix} \text{Them} \\ \text{They} \end{matrix} \}$  that are diligent will receive a reward.
15. I knew that it was  $\begin{matrix} \text{him} \\ \text{he} \end{matrix} \}$ .
16. I knew it to be  $\begin{matrix} \text{he} \\ \text{him} \end{matrix} \}$ .
17. Between you and  $\begin{matrix} \text{me} \\ \text{I} \end{matrix} \}$  it is my opinion that it was  $\begin{matrix} \text{her} \\ \text{she} \end{matrix} \}$  that said it.
18. You can find no one better qualified for the office than  $\begin{matrix} \text{him} \\ \text{he} \end{matrix} \}$ .
19.  $\begin{matrix} \text{Her} \\ \text{She} \end{matrix} \}$  that is idle and mischievous deserves sharp reproof.
20.  $\begin{matrix} \text{Who} \\ \text{Whom} \end{matrix} \}$  is that child speaking to?



## MISCELLANEOUS EXAMPLES FOR CORRECTION.

**Exercise 53.**—Supply or omit the pronouns or make such other changes as may be required in the following sentences:

1. Let each esteem others better than .....
2. This is the friend ..... I love.
3. Each contributed what ..... could.
4. Man is not such a machine as a watch or a clock, which moves only as ..... moved.
5. She has two sisters, with one of ..... I am acquainted.
6. Every person should try to improve ..... mind.
7. The committee was divided in .... opinions.
8. The crowd was so great that the judges with difficulty made their way through .....
9. The commander of the detachment was killed, and the soldiers they all fled.
10. A few remarks as to the manner it should be done, must suffice.
11. They were rich once, but are poor now.
12. This is the hall ..... the convention was held.
13. He was told to be patient, which would insure his success.
14. It isn't true what he said.
15. The father he died, the mother she followed, and the children they were taken sick.
16. Let every one turn from his or her evil ways.
17. Those which say so are mistaken.
18. He has some friends ..... I know.
19. He told that what he knew.
20. The dog .... was called Fido went mad.
21. The lion ..... they were exhibiting broke loose.
22. All what he saw he described.
23. The horse ..... Alexander rode was called Bucephalus.
24. I cannot believe but what I shall see them men again.
25. There is the house where my uncle lives.

## LESSON 17.

## ADJECTIVES.

**140.** An **adjective** is a word used with a noun or pronoun to express some quality or limitation of the thing named: as,—

*Good men, English language, five trees, that house.*

**141.** Adjectives may be divided into two general classes: *limiting adjectives* and *qualifying adjectives*.

NOTE.—Limiting adjectives are sometimes called *definitive* adjectives, and qualifying adjectives, *descriptive* adjectives.

**142.** A **limiting** adjective is one that denotes some limitation or restriction of the object named by the noun: as,—

*A boy; this girl; some men; three women.*

**143. Articles.**—The limiting adjectives, *a*, *an*, and *the* are commonly called *articles*. *A* or *an*, which are merely different forms of *one*, are both called the *indefinite article*; *the*, the *definite article*.

NOTES.—I. *A* is used before the *sound* of a consonant, *an* before that of a vowel; as, *a* pen, *a* friend, *an* art, *an* honor.

II. *The* is sometimes an adverb; *a* is sometimes a preposition: as, *the* stronger, *the* better; "I go *a* fishing."

III. When *a* is used before *few* or *little*, the meaning is, *some at least*. When *no* article is used, the meaning is *none* or *almost none*: as, Few persons would take the risk.

**144. Numeral Adjectives.**—A *numeral* adjective is a limiting adjective that expresses a definite number: as,—

One, two, three; first, second, third.

**145.** Numeral adjectives are divided into two classes:

I. **Cardinal**, which denote *how many*: as,—  
*Three* men; *forty* trees; *ninety-nine* days.

II. **Ordinal**, which denote *which one*: as,—  
The *first* house; the *fortieth* line; the *hundredth* man.

**146.** A **qualifying** adjective is one that denotes some quality or attribute of the object named by the noun: as,—

*A beautiful* scene. *A mellow* apple. *A noble* character.

**Exercise 54.**—Mention the adjectives in the following sentences, and state whether they are qualifying or limiting:

1. We had a jolly time.
2. It is called the fastest train in the world.
3. He is a warm-hearted friend.
4. The first five buildings are fire-proof.
5. Fewer topics should be discussed.
6. The older leaders shook their heads.
7. What books do the American people read?
8. A very pleasant story was very pleasantly told.
9. Every man may be the architect of his own fortune.
10. This street is wider than the next one.

**Exercise 55.**—Write ten other sentences each containing one or more adjectives, and classify each adjective.

**147. Form.**—Adjectives (and adverbs) have but one modification, viz., *comparison*.

**148. Comparison** is that variation in the form of adjectives (and adverbs) by which different degrees of quantity and quality may be expressed. There are three degrees of comparison: the *positive*, the *comparative* and the *superlative*.

**149.** The **positive** degree of an adjective is the adjective without modification, used to express simply the *quantity* or *quality*: as,—

*Short* day; *long* hours; *bright* sky; *good* boy.

**150.** The **comparative** degree expresses quantity or quality in a higher or lower degree in one object than in another or in several taken together: as,—

Gold is *heavier* than silver. He is *less skillful* than his brother.

NOTE.—The comparative degree refers to two things or sets of things as distinct from each other, and implies that one has more of the quality than the other. Adjectives in the comparative degree are generally followed by *than*.

**151.** The **superlative** degree expresses quantity or quality in one object in the highest or lowest degree as compared with several others: as,—

Gold is the *most precious* of the metals. He is the *smallest* boy.

**152. How Compared.**—I. Adjectives of one syllable are compared by adding to the positive *er* for the comparative, and *est* for the superlative: as,—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
small	smaller	smallest.
high	higher	highest.

II. Adjectives of two syllables, ending with *le* or *y*, or accented on the second syllable, and many ending in *ow* and *er*, are also compared by adding *er* or *est*: as,—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
able	abler	ablest.
wealthy	wealthier	wealthiest
polite	politer	politest

NOTE.—In adding these suffixes, the usual rules for spelling derivative words are to be observed.

III. Most other adjectives of two syllables, and all adjectives of more than two syllables, are compared by placing *more* or *most* before the positive: as,—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
difficult	more difficult	most difficult.
beautiful	more beautiful	most beautiful.

**Exercise 56.**—Compare the following adjectives:

wise	merry	sweet	green
noble	pleasant	shallow	ancient
healthful	wicked	tender	numerous
virtuous	industrious	loyal	healthy
happy	long	cheerful	drowsy

**153. Irregular Adjectives.**—Those adjectives which do not follow a general rule in forming their comparative and superlative degrees are said to be irregular. The following adjectives are compared irregularly.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good	better	best.
bad, evil or ill	worse	worst
little	less, <i>sometimes</i> lesser	least.
much or many	more	most.
late	later, <i>irregular</i> latter	latest or last.
near	nearer	nearest or next.
far	farther	farthest.
old	older or elder	oldest or eldest.

NOTES.—I. *Much*, *little*, *less* and *least* are applied to things weighed or measured; *many* to things that are numbered; *more* and *most*, to both.

II. *Elder* and *eldest* are used in speaking of *persons* only; *older* and *oldest*, of persons or things; *later* and *latest* refer to time; *latter* and *last*, generally to order in place.

III. Care should be taken to avoid double comparatives and superlatives; as, A more happier man cannot be found. The most strictest watch was kept for the fugitives.

**Exercise 57.**—Select or supply the adjectives that should be used in the following sentences, and give a reason for the use of each:

1. A { *worthier* } man you can not find.
2. The nightingale's voice is the { *most sweetest* } in the grove.
3. A { *worse* } evil awaits you.
4. James has { *less* } studies than Herbert.
5. The boat will not carry { *much* } more than five hundred passengers.
6. There are three roads leading to the city but this one has the { *least* } turns.
7. Them { } books were sold for a { *lesser* } sum than cost.
8. The first essay contained { *fewer* } words than the second.
9. Much ..... time was wasted in the ..... exercises.
10. The ..... board has decided to put in a ..... laboratory with all the ..... equipments.
11. The ..... class excursion up the ..... river was a ..... occasion.
12. Seven hours on the water in a ..... steamer, with a very ..... crew, ..... lunches served on board, ..... music and a ..... walk through the park, made a ..... day's outing.

## LESSON 18.

### ADJECTIVES, CONTINUED.

**154. Rule 1.**—Adjectives relate to or modify *nouns* or *pronouns*.

**155. Special Rule I.**—Adjectives that imply unity or plurality must agree with their nouns in number: as,—

*That* kind, *those* kinds; *twelve* bushels.

NOTES.—I. “*Those* kind of books,” “ten bushel,” “five foot,” are incorrect expressions, for, when the adjective is plural, the *noun* should always be plural.

II. *This* and *these* distinguish something as near the speaker in time or place; *that* and *those* something as not near, or, not as near as something else.

**156. Special Rule II.**—The adjectives *each*, *every*, *either*, *neither*, are used with nouns in the *singular* only: as,—

*Each* of you is expected to do his duty. *Neither* of your plans is wise. If *either* is to be saved, let it be the most useful. Let *every* man do his duty.

NOTES.—I. The phrase *each other* is generally applied to two objects, and *one another* to more than two: as, Helen and Julia should love *each other*. George, Ella and Mary should be kind to *one another*.

II. *Either* and *neither* generally refer to two things only, *any* and *none* to more than two: as, *Either* or *neither* of the two; *any* or *none* of the five.

III. *A* or *an* is sometimes used in the sense of *each* and *every*: as, It occurs once a year. *A* is sometimes preferred to *per*: as, One dollar (for) *a* pound.

**157. Special Rule III.**—When two or more adjectives relate to a noun denoting one and the same object, the article is used before the first only; but if two or more objects are intended, the article must be repeated: as,—

"A red and white rose" means one rose; "A red and a white rose" means two roses.

NOTE.—The article may sometimes be omitted before the latter of two adjectives qualifying the same noun, by using a plural noun: as, "The Eastern and Western Continents" for "the Eastern and the Western Continent."

**158. Special Rule IV.**—In expressing a comparison, if both nouns refer to the *same* person or thing, the article is omitted before the latter noun; but if they refer to *different* persons or things, the article must be used with each noun: as,—

1. He would make a better bookkeeper than stenographer.

2. He would make a better bookkeeper than a stenographer.

In 1, "bookkeeper" and "stenographer" refer to the same person, and the expression is equal to "He would make a better bookkeeper than (he would make a) stenographer."

In 2, "bookkeeper" and "stenographer" refer to different persons, and the expression is equal to "He would make a better bookkeeper than a stenographer (would make)."

**159. Special Rule V.**—When the nouns in a series denote things that are to be distinguished from each other or emphasized, the article should be repeated before each noun: as,—

It was *the* dishonor, not *the* loss that troubled him.

**160. Special Rule VI.**—The indefinite article should be repeated before each of several nouns when the same form of it would not agree with all: as,—  
*An* apple, *an* orange, and a plum.

*A* fisherman, *a* sailor, and *an* oysterman.

**161. Special Rule VII.**—In a series of adjectives of equal rank, the shortest and simplest should generally be placed first: as,—

He is an *older* and *more respectable* man, not a *more respectable* and an *older* man.

NOTE.—The position of the adjective should be such as to show clearly what it modifies: as, "A box of fresh berries," instead of "A fresh box of berries."

**162. Special Rule VIII.**—The *comparative* degree is used when two objects or classes of objects are compared; the *superlative*, when two or more are compared: as,—

Henry is *taller* than James. This is the *longest* day of the year.

NOTE.—Adjectives that are of absolute or superlative signification cannot, if taken in their strict sense, be compared: as, round, empty, perfect, universal.

**163. Special Rule IX.**—When the comparative degree is used, the latter term of comparison should never include the former: as,—

"New York is larger than any city in America" is incorrect; it should be "than any *other* city."



**164. Special Rule X.**—When the superlative degree is used, the latter term of comparison should never exclude the former: as,—

“Profanity is, of all *other* vices, the most inexcusable,” is incorrect; it should be “of all vices.”

**165. Special Rule XII.**—An adjective should not be used where the construction requires an adverb: as,—

“He writes *rapid*,” should be, “He writes *rapidly*.”

**Exercise 58.**—Correct all errors in the following sentences and give a reason for each correction:

1. If you are fond of those sort of things, you may have them.
2. There was a blot on the first or second pages.
3. These kind of books can hardly be obtained.
4. Twenty heads of cattle passed along the road.
5. Bring me a hot dish of soup.
6. A man who is prudent and industrious, will by that means increase his fortune.
7. The first and second verse are better than the third and fourth.
8. Them books were sold for a lesser price than they cost.
9. A more agreeabler companion you cannot find.
10. Draw that line more perpendicular.
11. That ship is larger than any of its class.
12. You will never have another such a chance.
13. His labors were crowned with the most extraordinary, deserved, and continuous success
14. He was a patriotic, brave, and prudent leader.
15. The Old and the New Testaments.
16. There is a more agreeable and easier way.
17. The path of truth is a plain and a safe one.
18. Here are five, but neither of them are going.
19. He is a more effective writer than a speaker.
20. He has a most spotless reputation.

## LESSON 19.

### SOME CURRENT MISUSES OF THE ADJECTIVE.

**166.** There is perhaps no other class of words that suffers so much from strained, inapt, and erroneous uses to which it is put as the adjective. The foregoing exercises on the adjective exhibit some of the most common forms of errors in its use. There are others not here illustrated, but those given will serve to show how easy it is to make mistakes in the use of this part of speech. There is one form of error so prevalent, and so peculiar to the adjective as to warrant special mention, viz., the incorrect use of such words as *elegant*, *lovely*, *awful*, etc.

**Illustration I.**—The adjective *elegant*, which means pleasing by propriety or symmetry, refined, graceful, polished, etc., is often incorrectly coupled with such nouns as sunrise, snow-storm, strawberries, bread, etc., because the speaker's information of the meaning of the word *elegant* is not accurate enough to prevent his choosing this word, most effective when properly applied, and trying to make it express his feeling or opinion in some striking way.



It would be appropriate to speak of a magnificent sunrise, delicious berries, etc., but *elegant* should be used only with such nouns as grounds, surroundings, furniture, fittings, display, collection, spread, steamer, mansion, watch, carriage, etc., where taste, harmony, or propriety are apparent; or with address, manners, style, action, bearing, etc., where polish, grace or refinement, are seen. It would be proper to speak of an elegant *lawn*, but not, elegant *grass*; of an elegant *bouquet*, but not, an elegant *rosebud*; of an elegant *sleigh*, but not, an elegant *sleighride*; of elegant *skating* (meaning the act), but not, elegant *ice* (unless artificially so).

**Illustration II.**—Another of these misused adjectives is *lovely*. We hear of lovely cake and ice cream; of lovely breakfasts, and dinners, and teas; of lovely ribbons, and jackets, and dresses, and so on, without any distinction between what may be loved or may excite love, and what may be only liked or enjoyed. *Lovely* is an appropriate modifier of such nouns as person, life, disposition, day, scene, sky, etc. We may speak of lovely *music*, but not of a lovely *piano*; of a lovely *woman*, but not of a lovely *bonnet*.

**Illustration III.**—Another defect in the use of this class of words is the tendency to repeat a statement by making several adjectives of similar meaning modify the same noun. We are apt to do this when we try to heighten or intensify a statement: as, "His success was most unusual, extraordinary, and unprecedented."

**NOTE.**—We must study our dictionaries and books of synonyms, and *note carefully how good writers and speakers use their adjectives*, or we shall not be competent to discriminate between the correct and proper use of these words and those false or exaggerated expressions we hear so often.

**Exercise 59.**—Criticise the following expressions and give reasons for the changes you would suggest:

1. We had an awful nice time.
2. What splendid butter that is!
3. I made a horrid blunder in footing the account.
4. A tremendous turnip.
5. A colossal apple.
6. The new steamer sailed with gigantic speed.
7. A terrific appetite.
8. A horrible grammar lesson.

#### ADDITIONAL EXERCISES.

**Exercise 60.**—Supply as many other appropriate nouns as you can for each of the following adjectives:

1. *Colossal* statues, ignorance, blunder.
2. *Amazing* speed, endurance, appetite.
3. *Awful* crash, thunder storm, accident.
4. *Splendid* outfit, generalship, uniform.
5. *Immense* cruiser, loss, ranch.
6. *Tremendous* excitement, issue, slaughter.
7. *Enormous* profits, elephant, size.
8. *Prodigious* strength, expense, waste.
9. *Gigantic* fraud, undertaking, strides.
10. *Expensive* living, furnishings, amusements.

**Exercise 61.**—Supply as many other appropriate adjectives as you can for each of the following nouns:

1. The *water* was pure, cooling, refreshing, health-giving, excellent, clear, cold, free, sparkling, beautiful, transparent, wholesome, abundant, scarce, distilled, bitter, filtered, hot, disturbed, welcome, adequate.

2. His *success* was rapid, signal, uninterrupted, marvelous, exceptional, complete, unexpected, gradual, permanent, temporary, merited, remarkable, startling, phenomenal.

**Exercise 62.**—Name some adjectives that can be used with the following nouns:

1. Business, speed, rose, ocean, war, Washington, bicycle.
2. Sunset, day, ambition, ink, peace, pardon, engine, stars, clouds.

**Exercise 63.**—Use in sentences some of the following adjectives:

1. Commodious, congenial, gallant, incredible, incredulous, efficient, effective, annual.
2. Daily, coercive, exemplary, defective, deceptive, dishonest, trivial, useless, valued.
3. Valuable, unable, conciliatory, energetic, elaborate, bountiful, curious, tasty, delicate.
4. Generous, healthy, healthful, artistic, beneficial, consistent, impulsive, emphatic.
5. Probable, extreme, severe, flippant, precise, concise, subordinate, spontaneous.
6. Luminous, illustrious, radiant, plausible, extravagant, acute, difficult.
7. Sole, conducive, onerous, arduous, pecuniary, financial, jubilant, majestic.

**Exercise 64.**—Construct sentences using as the subject in each case one or more of the nouns modified by one or more of the adjectives found in the following lists:

#### ADJECTIVES.

1. Stringent, defensive, explanatory.
2. Arbitrary, urgent, original.
3. Miscellaneous, necessary, approximate.
4. Inconsiderate, respectful, brilliant.
5. Unanimous, essential, heroic, radical.
6. Hasty, evident, solicitous, opportune.

#### NOUNS.

1. Request, date, hearers, vote.
2. Elements, notes, demeanor, regard.
3. Arrival, tactics, plan, change.
4. Policy, action, decision, arrangements.
5. Distance, rules, exercise.
6. Intention, behavior, measures.

## LESSON 20.

### VERBS.

**167.** A **verb** is a word used to express action, or being (existence), or state of being: as,—

Boys *run* to school. Horses *draw* loads. There *are* orange groves in California. Oranges *are* juicy. There *are* boys and boys. Boys *are* active.

**Exercise 65.**—Determine which verbs in the following sentences express action, and which being, or state of being.

1. The morning was beautiful.
2. The band played stirring airs.
3. Men think and dream and plan.
4. The clock hangs on the wall.
5. The clock ticks and strikes.
6. The storm approaches.
7. See how the trees sway.
8. The company formed on the parade grounds.
9. The grounds were decorated with flags and bunting.

10. The company's right rested on Division street.
11. The men presented a striking appearance.
12. They presented arms when the governor rode past.

**168. Classes.**—With respect to their use, verbs are divided into three classes, *transitive*, *intransitive*, and *attributive*.

**169. A transitive verb** is one that requires an object to complete its meaning: as,—

The hunter killed *a bear*. (Killed requires the object "bear" to complete its meaning.)  
The student learned *his lesson*. That house has *seven gables*.

**170. An intransitive verb** is one that does not require an object to complete its meaning: as,—

Flowers *bloom* Grass *grows*. The wind *blows* furiously.

**171. An attributive verb** is one that makes an assertion and connects its attribute with its subject: as,—

Snow *is* white. Man *is* mortal.

NOTES.—I. The term attributive is here used to signify a quality or other limitation asserted.

II. Intransitive verbs become attributive when the sense is incomplete without an attribute: as, It *looks* round. It *appears* new.

**Exercise 66.**—State whether the verbs in the following sentences are transitive, intransitive, or attributive.

1. The sky is cloudless.
2. The hill looks steep.
3. We took a long ride yesterday.
4. The old system trained the intellect.
5. He told the truth at all times.
6. From here, the tower looks tall and slender.
7. We enjoyed the ride on the lake.
8. The new teacher commands respect.
9. The sun shines brightly on the hillside.
10. Only long continued and patient effort brings success.

#### MODIFICATIONS OF THE VERB.

**172. The modifications** of the verb are *voice*, *mode*, *tense*, *person* and *number*.

**173. Voice** is a form of the *transitive* verb expressing whether the subject names the actor or the recipient of the action.

**174.** There are two voices, the *active voice* and the *passive voice*.

**175. The active voice** represents the subject as acting upon an object: as,—  
John *struck* James. The boy *was studying*. The cat *caught* the mouse.

**176. The passive voice** represents the subject as receiving the act: as,—  
James *was struck* by John. The mouse *was caught*. The lesson *was studied*.

NOTES.—I. The passive voice is formed by prefixing some form of the neuter verb *to be* to the perfect participle of a transitive verb: as, I *am struck*. The champions *were defeated*.

II. A verb in the active voice is changed into the passive by making the direct object in the active the subject in the passive: as,—

*Active Voice.*

The men gave three cheers.  
 The dog saved the child's life.  
 The secretary should have notified the members.

*Passive Voice.*

Three cheers were given by the men.  
 The child's life was saved by the dog.  
 The members should have been notified by the secretary.

**177. Intransitive** verbs can have no distinction of voice because they have no object which can be used as the subject in the passive. Their *form* is generally active: as,—

*I stand. I run.*

NOTE.—A few are used also in the passive form, but with the same sense as in the active: as, He *is* come, for, He *has* come. They *are* gone, for, They *have* gone.

**Exercise 67.**—Give the voice of each of the verbs in the following sentences:

1. "The spider up there defied despair;  
He conquered, and why shouldn't I?"
2. "And Belgium's capital had gathered then her beauty and her chivalry."
3. The lost child cried bitterly.
4. The little boy cried himself to sleep.
5. We ran a race.
6. We ran several miles.
7. He was appointed overseer.
8. The machine was run by steam.
9. I was deceived by the false signals.
10. Socrates said that he who might be better employed was idle.
11. Get wisdom.
12. I can do no more to-day.
13. The carriage was drawn by four horses.
14. The audience was composed of children.
15. The committee to whom was referred the matter of engaging a speaker for Decoration Day has secured the services of Dr. Wise. He is an able man, and the people may well congratulate themselves on their good fortune.

## LESSON 21.

### MODE.

**178. Mode** is that modification of a verb which denotes the manner of asserting the action or being.

**179.** There are five modes, the *indicative mode*, the *potential mode*, the *imperative mode*, the *infinitive mode*, and the *subjunctive mode*.

**180.** The **indicative** mode asserts the action or being as a fact: as,—  
*We breathe. The weather is delightful.*

**181.** The **potential** mode asserts the power, liberty, possibility, or necessity of the action or being: as,—

*We can breathe. We must breathe.*

NOTE.—The potential mode uses *may, can, must, might, could, would, or should*, as part of the verb.

**182.** The **imperative** mode requests, permits, entreats or commands: as,—  
*Write when convenient. Pass this way. Do not venture on the bridge now. Forward, march.*

NOTE.—The subject of a verb in the imperative mode is always *thou* or *you* understood.

**183.** The **infinitive** mode expresses the action or being without *affirming* it: as.—

*To write; to have written. He rose to speak.*

NOTES.—I. Since the action or being is merely named in a general way and not asserted of any thing in particular, verbs in this mode can have neither person nor number. A verb is said to be finite when it has person and number.

II. The infinitive may usually be known by the sign *to* placed before it. This sign is omitted after the active verbs *bid, dare, feel, let, see, make, need, and hear*; and sometimes after *have, please, and help*; also after *behold, mark, observe, watch, view*, and other equivalents of *see*: as, *Bid him go. I dare do it. Let her go. We saw the sun rise. Do not help him learn his lesson. See him run. They would have us stay.* Also after *than* and *as* when used in making comparisons: as, *We may as well go as stay here. I would rather go than stay.*

III. The preposition is almost always used after the passive form of these verbs, and occasionally after the active: as, *She was heard to say that it is not true. You cannot see to read. I dare you to do it.*

IV. The infinitive is sometimes used: 1. As an *abstract noun*. It may then be the *subject* or the *attribute* of a sentence; it may be in apposition with a noun, or it may be the object of a transitive verb or a preposition: as, *To lie* is disgraceful. *To work* is *to pray*. Delightful task, *to rear* the tender thought. I love *to read*. He is about *to sell*. 2. It may also be used as an adjective: as, I have two letters *to write*. 3. It may be used as an adverb: as, I write *to inform* you of the change. 4. It may be used independently: as, *To tell* the truth, I do not favor your friend's course.

V. The infinitive may govern an object, or be modified by an adverb or adjective: as, He is learning to read *Latin*. He is afraid to go *forward*. To play is *pleasant*.

**Exercise 68.**—Supply appropriate infinitives in the following sentences, and tell how each infinitive is used:

1. He was afraid ..... the responsibility.
2. She was prevailed upon ..... the work.
3. I shall be glad ..... you some assistance.
4. Such a report ought ..... adopted.
5. Do not fail ..... for duty to-morrow.
6. How impatient we are ..... ahead.
7. We are going ..... better.
8. I cannot make the top .....
9. What have you ..... for your work?
10. We could not hear you .....
11. Both yachts seemed ..... at the turn.
12. The judge proceeded ..... the jury.
13. .... the subject thoroughly one must begin at the foundation.
14. .... myself from slipping I held the rope tightly.
15. .... plainly, I must say I cannot agree to the proposal.



**184.** The **subjunctive** mode expresses a future contingency, supposition, wish, etc.: as,—

If he *be elected*, he will make a good officer. If I *were* to undertake the work, I should put in more machines. Oh! that I *knew* where I might find him.

NOTES.—I. A verb in this mode is generally preceded by one of the conjunctions, *if, that, though, lest, or unless, except, whether, till*.

II. The conjunction or word expressing condition, is sometimes omitted: as, Had I written, I could not have received an answer in time. Were I in your place, I would not go.

III. The subjunctive mode uses *be* instead of *am, are* and *is*; *were* instead of *was*, and throughout the same tense usually undergoes no change in form: as, If I *be*; if I *were*; if he *read*.

IV. There is a difference of opinion among grammarians regarding the use of the subjunctive, some holding that it should be dropped entirely. Without attempting to discuss the question, we would simply say that while there is perplexity as to some of its uses, there are others so clear and so generally observed by good speakers and writers, that they should be brought to the attention of students with as much care as any other accepted forms of speech.

#### THE SUBJUNCTIVE AND INDICATIVE MODES COMPARED.

**185.** The following comparison of subjunctive and indicative forms will serve to make the above note plain:

##### SUBJUNCTIVE MODE.

1. If the applicant *merit* commendation do not withhold it. (Remains to be seen.)
2. If he *understand* the problem he will try to explain it.
3. If the weather *be* warm we shall start next week. (Weather may be cold.)
4. If he *become* rich he may grow selfish. (A doubt about the riches.)
5. If I *were* in your place I would not try. (A supposition.)
6. If he *decline* your offer to-day try him again to-morrow.
7. Though he *deceive* me I will befriend him.
8. If he *possess* the qualifications, his success is assured.
9. If good, earnest effort *be* requisite the effort shall not be wanting.
10. *Were* it the intention of France to submit the matter to arbitration, the action of her warships in crossing the bar is incomprehensible.

##### INDICATIVE MODE.

1. If the applicant *merits* commendation his letter will show it. (It is claimed that he does.)
2. If he *understands* the problem why does he hesitate?
3. If the weather *is* warm the water may be cold. (Weather admitted to be warm.)
4. If he *is* rich he is not selfish. (No doubt about the riches.)
5. If I *was* in your place I did not try to imitate you. (A fact.)
6. If he *declines* your offer to-day why do you think he will accept it to-morrow?
7. I will do what I can for him though he *deceives* me, I know.
8. How can he fail if he *possesses* the qualifications?
9. If good, earnest effort *is* requisite, why is it not supplied?
10. If it *was* the intention of France to submit the matter to arbitration, the fact still remains that her warships have crossed the bar.

**Exercise 69.**—Determine the mode of each of the verbs in the following sentences:

1. If I am correctly informed the number was 5000.
2. If I am not mistaken he said he would return to-day.
3. I still speak to him though he snubs me every time.



4. If he return give him this note.
5. She cannot enter unless she pays.
6. If he has said so, what of it?
7. If he have said so, I shall be much surprised.
8. Should any further information be desired it will be furnished on application.
9. If any further information has been asked for, we have not known of it.
10. "If prosody is a part of grammar, why should the latter not include rhetoric?"
11. If he continue to improve he will soon be a fair writer.
12. Oh! that I were there to help you.
13. "My lords, my lords," the captive said, "were I but once more free, \* \* \* \* that parchment would I scatter wide!"
14. Is it necessary that the work be done again?
15. Had I known of this sooner I could have protected you.

NOTES.—I. The distinction between a future contingency which requires a verb in the subjunctive, and the conditional statement of a fact, which requires a verb in the indicative, is a very nice one: thus,—

"If he continue to improve (he may not) he will in time become a fair scholar."

"If he continues to improve (and it is assumed that he will) he will soon become a fair scholar."

II. The tendency of modern usage is to disregard the distinction. When there is doubt as to whether the indicative or subjunctive mode is required, use the indicative.

## LESSON 22.

### TENSE.

**186.** Tense is that modification of the verb which expresses the time of the action or the being.

**187.** There are six tenses, the *present tense*, the *past tense*, the *future tense*, the *present perfect tense*, the *past perfect tense*, and the *future perfect tense*.

**188.** The **present** tense denotes the action or being as present: as,—  
We write. We think. He studies.

NOTES.—I. The present tense should always be used to express a general principle or a universal truth: as, "We were told that the air *has* weight," [not *had*]. The doctor said in his lecture that fever always produces thirst (not produced).

II. It is also used to denote what frequently or habitually takes place: as, He travels for our firm. We go home twice a week. Also, in describing past events to give force or animation: as, "Cæsar leaves Gaul, crosses the Rubicon, and enters Italy."

**189.** The **past** tense denotes the action or being as past: as,—  
We wrote. We thought. He studied.

**190.** The **future** tense denotes the action or being as yet to come: as,—  
We shall write. We shall think. He will study.

**191.** The **present perfect** tense denotes the action or being as completed at the present time: as,—

We have written. We have thought. He has studied.

**192.** The **past perfect** tense denotes the action or being as completed at some past time: as,—

We had written. We had thought. He had studied.

**193.** The **future perfect** tense denotes the action or being to be completed at some future time: as,—

We shall have written. We shall have thought. He will have studied.

#### TENSES IN ALL THE MODES.

**194.** The *indicative mode* has six tenses, the present, the past, the future, the present perfect, the past perfect, and the future perfect.

The *potential mode* has four tenses, the present, the past, the present perfect, and the past perfect.

The *imperative mode* has one tense, the present.

The *subjunctive mode* has three tenses, the present, the past, and the past perfect.

The *infinitive mode* has two tenses, the present, and the present perfect.

NOTES.—I. When a verb, followed by an infinitive, refers to a future act or circumstance, the present, not the perfect, infinitive should be used: as, I intended *to go* [not *to have gone*]. I expected *to see* you [not *to have seen* you].

II. Tense does not *properly* belong to the infinitive mode. Its tenses are mere forms, having no regard to time.

#### SIGNS OF THE TENSES.

**195. Indicative Mode.**—Present and past, no sign. Present perfect, *have* or *has*. Past perfect, *had*. Future, *shall* or *will*. Future perfect, *shall have* or *will have*.

NOTE.—The auxiliaries *do* in the present tense, and *did* in the past, are used to give emphasis: as, I *do* assure you. He *did* say so.

**196. Potential Mode.**—Present, *may*, *can*, or *must*. Past, *might*, *could*, *would*, or *should*. Present perfect, *may have*, *can have*, or *must have*. Past perfect, *might have*, *could have*, *would have*, or *should have*.

#### NUMBER AND PERSON.

**197. Number and person**, as applied to verbs, indicate only the form to be used with each number and person of the subject.

#### REGULAR AND IRREGULAR VERBS.

**198.** VERBS are divided, in respect to form, into *regular* and *irregular*.

**199.** A **regular** verb is one that forms its past tense in the indicative mode active, and its past participle, by adding *ed* to the present: as,—

Present, *act*; past, *acted*; past participle, *acted*.

**200.** An **irregular** verb is one that does not form its past tense in the indicative mode active, and its past participle by adding *ed* to the present: as,—

Present, *write*; past, *wrote*; past participle, *written*.

**201.** The following list gives the principal parts of about one-fourth of the irregular verbs of the English language:

## LIST OF IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Be <i>or</i> am,	was,	been.
Begin,	began,	begun.
Blow,	blew,	blown.
Break,	broke,	broken.
Choose,	chose,	chosen.
Come,	came,	come.
Do,	did,	done.
Draw,	drew,	drawn.
Drink,	drank,	drunk <i>or</i> drank.
Drive,	drove,	driven.
Eat,	ate,	eaten.
Fall,	fell,	fallen.
Fly,	flew,	flown.
Freeze,	froze,	frozen.
Go,	went,	gone.
Get, (For)	got,	got <i>or</i> gotten.
Give, (For)	gave,	given.
Grow,	grew,	grown.
Have,	had,	had.
Know,	knew,	known.
Lay,	laid,	laid.
Lie (to rest),	lay,	lain.
Ride,	rode,	ridden.
Ring,	rang <i>or</i> rung,	rung.
Rise,	rose,	risen.
Run,	ran,	run.
See,	saw,	seen.
Set,	set,	set.
Sit,	sat,	sat.
Shake,	shook,	shaken.
Sing,	sang <i>or</i> sung,	sung.
Slay,	slew,	slain.
Speak,	spoke,	spoken.
Steal,	stole,	stolen.
Take,	took,	taken.
Tear,	tore,	torn.
Throw,	threw,	thrown.
Wear,	wore,	worn.
Write,	wrote,	written.

NOTE.—Regular verbs, and some irregular verbs, have the same form in the past tense and past participle, and this accounts, perhaps, for frequent mistakes in using those irregular verbs (like many in the foregoing list) in which the past tense and past participle forms are different.

**202. Rule.**—Where these forms differ, the past participle is used when the verb is in any of the perfect tenses, and also in all the tenses of verbs in the passive voice: as,—

We were *driven* (not *drove*) through the park. We *have chosen* (not *have chose*) our leader. The coat *was torn* (not *was tore*).

**Exercise 70.**—Supply appropriate irregular verbs in the following sentences:

1. The bird has .....
2. He has ..... to the city.
3. I ..... him mail the letter.
4. We have ..... him for many years.
5. The boys have ..... the cherries.
6. The letter will be .....
7. The river has ..... { above } high water mark.  
  { below }
8. The bell will be ..... at 12 o'clock.
9. The dog ..... ashore.
10. The prisoner ..... his bonds.
11. The burglar ..... softly up the stairs.
12. I have ..... to my friend on that subject.
13. Have you ..... the footings?
14. The blacksmith ..... the iron.
15. The cloth is very closely .....

**Exercise 71.**—Compose sentences containing the past tense and past participle forms of some of the following verbs.

NOTE.—The verbs given below are not in the foregoing list, but if any of the forms are not familiar to the student they can be found in an unabridged dictionary.

1. Awake, bear (to carry), beat, bend, bereave, beseech, bid, bind, bite, bleed, bring.
2. Build, burn, burst, buy, cast, catch, cleave (to split), cling, cost, creep, crow, cut.
3. Dare (to venture), deal, dig, feed, feel, fight, find, flee, fling, forsake, gild, grind.
4. Hang (to suspend, not to execute), hear, hide, hit, hold, hurt, keep, kneel.
5. Lead, leave, lend, let, lose, make, mean, meet.
6. Pay, put, quit, read, rend, rid.
7. Say, seek, sell, send, shed, shine, shoe, shoot, show, shrink, shut, sink, sleep.
8. Slide, sling, slit, smite, sow, speed, spend, spill, spin, split, spread, spring, stand.
9. Stay, stick, sting, stride, strike, string, strive, swear, sweep, swing.
10. Teach, tell, think, thrust, tread, weave, weep, wet, win, wind, work, wring.

## LESSON 23.

### CONJUGATION.

**203. Conjugation** is the regular arrangement of all the forms of the verb.

**204.** The **principal parts** of a verb are those from which the other parts are derived. They are the *present indicative* or the *present infinitive*, the *past indicative*, the *present participle*, and the *past participle*.

**205. Auxiliary verbs** are those that help in the conjugation of other verbs. The *auxiliaries* are *be* and its variations, also *do*, *did*, *have*, *had*, *shall*, *should*, *will*, *would*, *may*, *might*, *can*, *could*, and *must*.

NOTES.—I. Verbs, not auxiliary, are called *principal verbs*.

II. *Be*, *do*, *have*, *will*, *would* and *can* are used also as principal verbs. They are so used where not combined with a principal verb expressed or understood: as, “I *have* two books,” *have*, *principal*. “I *have seen* the races,” *have*, auxiliary.

#### PROGRESSIVE AND PASSIVE FORMS.

**206. Progressive Form.**—A verb is conjugated in the *progressive* form by joining its present participle to the different forms of the verb *be*: as,—

Am going. Have been thinking.

**207. Passive Form.**—A *transitive* verb is conjugated in the *passive voice* by joining its past participle to the different forms of the verb *be*: as,—

Were seen. May be permitted.

#### CONJUGATION OF THE VERB BE, OR AM.

##### PRINCIPAL PARTS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Be, or am,	was,	been.

##### REGULAR CONJUGATION.

##### INDICATIVE MODE.

##### PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I am,		1. We
2. You are,		2. You } are.
3. He is,		3. They }

##### PAST TENSE.

1. I was,		1. We
2. You were,		2. You } were.
3. He was,		3. They }

##### FUTURE TENSE.

1. I shall be,		1. We shall be,
2. You } will be,		2. You } will be.
3. He }		3. They }

##### PRESENT PERFECT TENSE.

1. I } have been,		1. We
2. You }		2. You } have been.
3. He has been,		3. They }

##### PAST PERFECT TENSE.

1. I } had been,		1. We
2. You }		2. You } had been.
3. He }		3. They }



## FUTURE PERFECT TENSE.

- |                          |                          |
|--------------------------|--------------------------|
| 1. I shall have been,    | 1. We shall have been,   |
| 2. You } will have been, | 2. You } will have been. |
| 3. He }                  | 3. They }                |

## SUBJUNCTIVE MODE.

## PRESENT TENSE.

- |                  |                 |
|------------------|-----------------|
| <i>Singular.</i> | <i>Plural.</i>  |
| 1. If I }        | 1. If we }      |
| 2. If you } be,  | 2. If you } be. |
| 3. If he }       | 3. If they }    |

## PAST TENSE.

- |                   |                   |
|-------------------|-------------------|
| 1. If I }         | 1. If we }        |
| 2. If you } were, | 2. If you } were. |
| 3. If he }        | 3. If they }      |

or

## PAST TENSE.

- |                |                |
|----------------|----------------|
| 1. I,          | 1. we,         |
| 2. Were } you, | 2. Were } you, |
| 3. he,         | 3. they.       |

## PAST PERFECT TENSE.

- |                       |                       |
|-----------------------|-----------------------|
| 1. If I }             | 1. If we }            |
| 2. If you } had been, | 2. If you } had been. |
| 3. If he }            | 3. If they }          |

or

## PAST PERFECT TENSE.

- |                      |                      |
|----------------------|----------------------|
| 1. I,                | 1. we,               |
| 2. Had } you } been, | 2. Had } you } been. |
| 3. he }              | 3. they }            |

## POTENTIAL MODE.

## PRESENT TENSE.

- |                  |                  |
|------------------|------------------|
| 1. I }           | 1. We }          |
| 2. You } may be, | 2. You } may be. |
| 3. He }          | 3. They }        |

## PAST TENSE.

- |                    |                    |
|--------------------|--------------------|
| 1. I }             | 1. We }            |
| 2. You } might be, | 2. You } might be. |
| 3. He }            | 3. They }          |

## PRESENT PERFECT TENSE.

- |                         |                         |
|-------------------------|-------------------------|
| 1. I }                  | 1. We }                 |
| 2. You } may have been, | 2. You } may have been. |
| 3. He }                 | 3. They }               |

## PAST PERFECT TENSE.

- |                           |                           |
|---------------------------|---------------------------|
| 1. I }                    | 1. We }                   |
| 2. You } might have been, | 2. You } might have been. |
| 4. He }                   | 3. They }                 |

NOTES.—I. *Shall*, in the first person, and *will*, in the second and third, future tenses, are used to denote futurity. When *will* is used in the first person, or *shall*, in the second or third, *determination* or *necessity* is represented. (See Lesson 29.)

II. In reviews, use in the Potential Mode, the auxiliaries *can* and *must*, for the present and present perfect; and *could*, *would* and *should*, for the past and past perfect.

IMPERATIVE MODE.

<i>Singular.</i>	PRESENT TENSE.	<i>Plural.</i>
2. Be, or do you be;	2. Be, or do thou be;	2. Be, or do ye or you be.

INFINITIVE MODE.

*Present, To be,* *Present Perfect, To have been.*

PARTICIPLES.

*Present, Being,* *Past, Been,* *Present Perfect, Having been.*

NOTE.—In the poetic and solemn style, the pronoun in the second person singular is *thou*. With this pronoun, the second person singular of the verb is conjugated thus: *Thou art, thou wast or wert, thou wilt be, thou hast been, thou hadst been, thou wilt have been*, for the indicative mode. If *thou be*, if *thou wert* or *wert thou*, if *thou hadst been* or *hadst thou been*, for the subjunctive mode. *Thou mayst be, thou mightst be, thou mayst have been, thou mightst have been*, for the potential. Imperative, *do thou be*.

**Exercise 72.**—Fill out the following forms, using the verb *write*:

INDICATIVE MODE.

<i>Singular.</i>	PRESENT TENSE.	<i>Plural.</i>
1. I ----,		1. We ----,
2. You ----,		2. You ----,
3. He ----,		3. They ----.
	PAST TENSE.	
1. I ----,		1. We ----,
2. You ----,		2. You ----,
3. He ----,		3. They ----.
	FUTURE TENSE.	
1. I ----		1. We ----,
2. You ----,		2. You ----,
3. He ----,		3. They ----.
	PRESENT PERFECT TENSE.	
1. I ----,		1. We ----,
2. You ----,		2. You ----,
3. He ----,		3. They ----.
	PAST PERFECT TENSE.	
1. I ----,		1. We ----,
2. You ----,		2. You ----,
3. He ----,		3. They ----.
	FUTURE PERFECT TENSE.	
1. I ----,		1. We ----,
2. You ----,		2. You ----,
3. He ----,		3. They ----.

## SUBJUNCTIVE MODE.

## PRESENT TENSE.

- |                 |                  |
|-----------------|------------------|
| 1. If I ----,   | 1. If we ----,   |
| 2. If you ----, | 2. If you ----,  |
| 3. If he ----,  | 3. If they ----. |

## PAST TENSE.

- |                 |                  |
|-----------------|------------------|
| 1. If I ----,   | 1. If we ----,   |
| 2. If you ----, | 2. If you ----,  |
| 3. If he ----,  | 3. If they ----, |

## PAST PERFECT TENSE.

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1. If I -----, or ---- I -----,     | 1. If we -----, or ---- we -----,     |
| 2. If you -----, or ---- you -----, | 2. If you -----, or ---- you -----,   |
| 3. If he -----, or ---- he -----,   | 3. If they -----, or ---- they -----. |

## POTENTIAL MODE.

## PRESENT TENSE.

- |                  |                   |
|------------------|-------------------|
| 1. I may ----,   | 1. We may ----,   |
| 2. You may ----, | 2. You may ----,  |
| 3. He may ----,  | 3. They may ----. |

## PAST TENSE.

- |                    |                     |
|--------------------|---------------------|
| 1. I might ----,   | 1. We might ----,   |
| 2. You might ----, | 2. You might ----,  |
| 3. He might ----,  | 3. They might ----, |

## PRESENT PERFECT TENSE.

- |                       |                        |
|-----------------------|------------------------|
| 1. I may have ----,   | 1. We may have ----,   |
| 2. You may have ----, | 2. You may have ----,  |
| 3. He may have ----,  | 3. They may have ----, |

## PAST PERFECT TENSE.

- |                         |                          |
|-------------------------|--------------------------|
| 1. I might have ----,   | 1. We might have ----,   |
| 2. You might have ----, | 2. You might have ----,  |
| 3. He might have ----,  | 3. They might have ----. |

## IMPERATIVE MODE.

## PRESENT TENSE.

- |                          |                           |                               |
|--------------------------|---------------------------|-------------------------------|
| 2. ----, or do you ----, | 2. ----, or do thou ----, | 2. ----, or do ye or you ---- |
|--------------------------|---------------------------|-------------------------------|

## INFINITIVE MODE.

*Present.*

To ----,

*Present Perfect.*

To have ----,

## PARTICIPLES.

*Present.*

----,

*Past.*

----,

*Present Perfect.*

having ----.

**Exercise 73.**—Correct the errors in the following sentences and give reasons:

- |  |   |
|--|---|
| 1. I done it myself.   | 16. He throwed it into the river, for I seen him when he done it.           |
| 2. Some valuable land was overflown.                                     | 17. She come just after you had left.                                       |
| 3. She sets by the open window enjoying the scene that lays before her.* | 18. They sung a new tune which they had not sang before.                    |
| 4. The tide sits in.   | 19. The water I drunk there was better than any that I had drank elsewhere. |
| 5. Go and lay down.  | 20. The leaves had fell.  |
| 6. The sun sits in the west.   | 21. I had rode a short distance when the sun begun to rise.                 |
| 7. I remember when the corner-stone was lain.                            | 22. I found the water froze.  |
| 8. Sit the plates on the table.  | 23. He run until he became so weary that he had to lay down.                |
| 9. He sat out for London yesterday.                                      | 24. I had began to think that you had forsook us.                           |
| 10. I laid there an hour.  | 25. I am afraid that I cannot learn him to do it.                           |
| 11. Set down and talk a little while.                                    |   |
| 12. He has laid there an hour  |   |
| 13. I am setting by the river.   |   |
| 14. He has went and done it without my permission.                       |   |
| 15. He flew from justice.  |   |

(\* For special exercises on *sit, lie, rise, fall, fly*, see Lesson 29.)

## LESSON 24.

### AGREEMENT OF VERBS.

**208. Rule.**—A verb must agree with its subject in number and person: as,—  
I *am* the man. He *writes* well. Henry and George *play* scientifically.

**209. Special Rule I.**—The number of the verb is not controlled by the adjuncts: as,—

The derivation of these words *is* uncertain.

**210. Special Rule II.**—Every finite verb should have a separate subject expressed: as,—

“It is a contented mind makes him happy,” is incorrect. The verb “makes” should have its subject *that* expressed.

**EXCEPTIONS.**—I. A verb in the imperative mode, its subject being, generally, *thou* or *you* understood: as, “Be noble minded.”

II. A verb repeated for the sake of emphasis, or connected with another in the same construction: as, “It is going, going, going.” “Flowers bud, blossom, wither, and die.”

III. Sometimes a verb after the conjunction *than*. “He did no more than was expected of him.”

**211. Special Rule III.**—When the subject of the verb is a relative pronoun, the number of the verb is determined by the number of the antecedent: as,—

“That is one of the strongest arguments that *have* been presented on any subject.” *That*, the subject of the verb, is plural to agree with its antecedent *arguments*; therefore the verb must have the plural form.

NOTES.—I. A singular subject may have a plural attribute: as, A dollar is one hundred cents.

II. A plural subject may have a singular attribute: as, "Ye are the salt of the earth."

III. When, by transposition, the subject is placed *after*, and the attribute *before* the verb, care is needed to make the verb agree with the subject and not with the attribute: as, "The salt of the earth are ye." "Ye," being the subject, the verb must have the plural form.

**Exercise 74.**—Name the verb in each of the following sentences, and give its subject. If the verb and subject agree, give the rule and show how it applies. If they do not agree, change the verb to agree with its subject, and give the rule.

EXAMPLE.—I loves reading. *Loves* should be *love*, to agree with *I*, in the first person singular. I love reading.

1. A soft answer turn away wrath.
2. The days of man is as grass.
3. Thou sees how little has been done.
4. He dare not act otherwise.
5. Fifty pounds of wheat produces forty pounds of flour.
6. A variety of beautiful objects please the eye.
7. So much of ability and merit are seldom found.
8. A judicious arrangement of studies facilitate improvement.
9. The combined population of the two cities are two hundred thousand.
10. To be ignorant of such things are now inexcusable.
11. She needs not trouble herself.
12. Forty head of cattle were sold in one hour.
13. The horse was sent forward to engage the enemy.
14. The foot, in the meantime, was preparing for an attack.
15. Fifty sail were seen approaching the shore.
16. Two dozen is as many as you can take.
17. One pair was spoiled.
18. Five pair was in good condition.
19. Patience and diligence, like faith, removes mountains.
20. Life and death is in the power of the tongue.
21. Anger and impatience is always unreasonable.
22. Out of the same mouth proceeds blessing and cursing.
23. To profess regard, and to act differently, marks a base mind.
24. To be good and to seem good are different things.

**Exercise 75.**—Correct the errors in the following sentences:

1. He says he don't know what to advise in the matter.
2. That the ship, with all her crew, are lost, have been reported.
3. You was not there. (The pronoun *you* is of the plural form and must have a plural verb.)
4. It is his evil companions that has led him away.
5. It is thinking strengthens the mind.
6. What have become of your good resolutions?
7. The condition of the crops show that the country has suffered much.
8. I called but you was not at home.
9. There was more than one of us present.
10. You are not the first one that have been deceived in the same way.
11. The spirit of our forefathers still animate their descendants.
12. There comes the boys.
13. Ten months' interest are due.
14. Young's "Night Thoughts" are his great work.



## LESSON 25.

### AGREEMENT OF VERBS—Continued.

**212. Rule.**—A collective noun requires a plural verb when reference is made to the individuals composing the collection; but when the collection is referred to as a whole, the verb should be singular: as,—

“The jury were not unanimous.” “The fleet is under orders to sail.”

**Exercise 76.**—Determine the number of each of the following nouns, and tell which verb or pronoun should be used:

1. The public  $\left\{ \begin{array}{l} \text{is} \\ \text{are} \end{array} \right\}$  invited to attend.
2. The assembly  $\left\{ \begin{array}{l} \text{was} \\ \text{were} \end{array} \right\}$  divided in  $\left\{ \begin{array}{l} \text{its opinion.} \\ \text{their opinions.} \end{array} \right\}$
3. The jury  $\left\{ \begin{array}{l} \text{has} \\ \text{have} \end{array} \right\}$  failed to agree.
4. A committee  $\left\{ \begin{array}{l} \text{was} \\ \text{were} \end{array} \right\}$  appointed to examine the accounts.
5. In France, the peasantry  $\left\{ \begin{array}{l} \text{goes} \\ \text{go} \end{array} \right\}$  barefoot while the middle class  $\left\{ \begin{array}{l} \text{make} \\ \text{makes} \end{array} \right\}$  use of wooden shoes.
6. The legislature  $\left\{ \begin{array}{l} \text{has} \\ \text{have} \end{array} \right\}$  adjourned.
7. The House  $\left\{ \begin{array}{l} \text{were} \\ \text{was} \end{array} \right\}$  called to order.
8. The multitude eagerly  $\left\{ \begin{array}{l} \text{pursue} \\ \text{pursues} \end{array} \right\}$  pleasure.
9. The corporation  $\left\{ \begin{array}{l} \text{are} \\ \text{is} \end{array} \right\}$  individually responsible.
10. Fifty head  $\left\{ \begin{array}{l} \text{was} \\ \text{were} \end{array} \right\}$  drowned.
11. Upon motion the assembly resolved  $\left\{ \begin{array}{l} \text{themselves} \\ \text{itself} \end{array} \right\}$  into a committee of the whole.
12. The army  $\left\{ \begin{array}{l} \text{were} \\ \text{was} \end{array} \right\}$  devoted to  $\left\{ \begin{array}{l} \text{their leader.} \\ \text{its leader.} \end{array} \right\}$

**Exercise 77.**—Use in sentences the following collective nouns:

1. Family, nation, council, majority, association, club, party.
2. School, navy, command, force, community, court, congregation, company.

**213. Rule.**—I. Two or more subjects connected by *and*, when they convey plurality of idea, require a verb in the plural: as,—

“Time and tide *wait* for no man.” “That the man is a detective, and that he was present, are well-known facts.”

II. Two or more subjects connected by *and*, convey, not plurality, but unity of idea, in the following instances, when the verb must be in the singular number:

1. When the connected subjects are used to designate but one individual: as, “The distinguished patriot and statesman *has retired* from public life.”
2. When they name two or more things taken as one whole: as, “Bread and milk *is* excellent food for children.”
3. When singular subjects are preceded by *each*, *every*, and *no*, they are taken separately: as, “Every tall tree and every steeple *was* blown down.” “No time and no money *was* spared in the pursuit of happiness.”

NOTE.—The connective is sometimes understood: as, “Every day, every hour, has its own duties.”

**214. Rule.**—Two or more singular subjects connected by *or* or *nor* require a verb in the singular number: as,—

Ignorance or negligence *has* caused the mistake. Neither John nor Henry *was* there.

**215. Special Rule I.**—Two connected subjects, one taken affirmatively and the other negatively, belong to different propositions, and the verb must agree with the affirmative subject: as,—

“*Virtue*, and not riches, *constitutes* happiness.” “He, and not I, *is* chosen.”

**216. Special Rule II.**—When two subjects are connected by *as well as*, *save*, *but*, *than*, *us*, or *as soon as*, the verb must agree with the first and be understood with the second: as,—

“*Time*, as well as patience, *is* needed.” “More industrious men than he *are* seldom seen.”

**217. Special Rule III.**—A verb having two or more subjects of different persons or numbers connected by *or* or *nor*, agrees with the subject nearest to it, and is understood with the rest, in the person and number required: as,—

“Neither his style nor his thoughts *are* remarkable.” “He or I *am* wrong.” “You or Mary *is* mistaken.”

NOTE.—When, however, the subjects require different forms of the verb, it is generally better to express the verb or its auxiliary with each subject, or to reconstruct the sentence: as, He is wrong, or I am. You are mistaken, or Mary is.

**218. Special Rule IV.**—When the verb separates its subjects, it agrees in number with the subject which precedes it, and is to be understood after the rest: as,—

“John was present, and Paul and William.”

**219. Special Rule V.**—When several subjects follow the verb, each subject may be emphasized by making the verb agree with that which stands nearest: as,—

“Therein *consists* the use, and force, and nature of language.”

**220. Special Rule VI.**—When the connected subjects are of different persons, the verb must be in the plural number, and must agree with the first person rather than the second, and with the second rather than the third: as,—

“My sister and I *are* employed daily in our respective occupations.”

**Exercise 78.**—Correct the errors in the following sentences:

1. Circumstances alters cases.
2. A number of persons were there.
3. Have the grammar class recited?
4. Nothing but wailings were heard.
5. Such books as this is worth purchasing.
6. Neither poverty nor riches is hurtful to him.
7. The book is one of the best that ever was written.
8. Is each or both of us going to row on the return trip?
9. Pleasure, and not books, occupy his mind.
10. His food were locusts and wild honey.
11. The hue and cry of the country pursue him.
12. Every book and every paper were in their place.

13. Each day and each hour bring their own duties.
14. No time, no money, no labor, were spared.
15. Generation after generation pass away.
16. They, as well as I, am influenced by what he said.
17. After the battle the army was scattered through the country.
18. A herd of cattle peacefully grazing afford a pleasing sight.
19. The court, at last, have passed sentence on the criminal.
20. Virtuous effort, and not depraved genius, win the prize.
21. No voice nor sound but their own echoes were heard in reply.
22. The committee was unable to agree, and it asked to be discharged.
23. The second and the third Epistle of John contains each a single chapter.
24. For the consequences of this transaction he or they is responsible.
25. When sickness, infirmity, or reverse of fortune affect us, the sincerity of friendship is tested.

## LESSON 26.

### REDUNDANT, DEFECTIVE, AND IMPERSONAL VERBS.

**221.** A **redundant** verb is one that has both a regular and an irregular form for the past tense and perfect participle: as,—

Swelled, swollen; learnt, learned.

**222.** A **defective** verb is one that forms no participles, and is not used in all the modes and tenses. The defective verbs are: The auxiliaries *can*, *may*, *shall*, *will*, and *must*, with their variations; also, *ought*, *quoth*, *beware*, and *wit*.

**223.** An **impersonal** verb is a verb that is used only in the third person singular. There are two kinds of impersonal verbs:

1. Those asserting natural phenomena; as,—  
“It rains;” “it storms;” “it grows cold.”

2. The forms *methinks* and *methought*.

NOTES.—I. The neuter pronoun *it*, in such expressions as “It rains,” does not seem to represent any noun, but in connection with the verb, expresses merely a condition of things.

II. *Methinks* is composed of *me*, the indirect object, and *thinks*, meaning *seems*. The subject of the verb *thinks* is the clause following: as, “*Methinks I hear a voice*” = “That I hear a voice *seems* to me,” or “*It* seems to me *that I hear a voice*.”

**224. Retained object.**—The indirect object of a verb is sometimes made the subject of a verb in the passive voice, and the direct object is retained after the verb: as,—

He was promised a position by the secretary = The secretary promised him a position; or,  
A position was promised him by the secretary.

NOTE.—This form of construction is regarded improper by some grammarians, but it is an idiom of our language established by good usage.

**Exercise 79.**—Change each of the following sentences to the opposite form:

1. Her teacher paid her a high compliment.
2. I was presented a fine painting.
3. A very fine specimen was shown us.
4. I was told the story by one of the witnesses.
5. Admittance was refused him by the guard.
6. Two tickets were offered us.
7. He was given two hours in which to procure bail.
8. Every opportunity was offered him.
9. He was allowed a discount of twenty per cent.
10. The contractor was allowed an extension of time.
11. I was saved much trouble by your thoughtfulness.
12. The artists were tendered a hearty vote of thanks.
13. We were offered our choice of the remaining rooms.
14. The president was accorded a hearty reception.
15. The officer was granted a two weeks' leave of absence.

NOTE.—The pronoun used as the indirect object is often a word which refers to some person or persons to whom prominence is desired to be given. This can be effected by using the indirect object as the subject, and changing the verb from the active to the passive form; and in many cases the expression certainly does not lose in force and smoothness by reason of the change. The question as to which of the objects, the direct or indirect, shall be made the subject when the passive verb is used, is, perhaps, more a matter of where to place the emphasis than of how to make the expression smooth and concise.

Compare, 1. "That question has been asked me more than once," with, "I have been asked that question more than once." 2. "His choice was allowed him," with, "He was allowed his choice." 3. "Permission was granted the captain to change the time," with, "The captain was granted permission to change the time."

## LESSON 27.

### PARTICIPLES.

**225.** A **participle** is a word derived from a verb and partaking of the nature of a verb and of an adjective or a noun, or, in some instances, of an adverb.

**Example I.**—"We could see many little fish *swimming* near our boat."

In this sentence the word *swimming*, as an adjective, qualifies the noun fish, and as a verb, signifies the action of the fish.

**Example II.**—"The *swimming* of the little fish attracted our attention."

In this sentence the word *swimming*, as a noun, stands as the subject of the verb attracted, and as a verb signifies the action of the fish.

**Example III.**—"The little fish went *swimming* by."

In this sentence the word *swimming*, as an adverb, modifies the verb went, and as a verb signifies (in part) the action of the fish.

226. There are three participles, the *Present*, the *Past*, and the *Compound*.

227. The **Present** or **Active** Participle ends in *ing*, and is also called the *Imperfect Participle*, because it represents the continuance of an action, being, or state: as,—

Speaking, being, dreaming.

228. The **Past** or **Passive** Participle ends in *d*, *ed*, *t*, *n*, or *en*, or takes an irregular form, such as *sunk*, *thought*, etc., and is also called the *Perfect Participle*, because it represents completed action, being, or state: as,—

Spoken, been, dreamed or dreamt.

229. The **Compound** Participle is formed by placing *being* or *having* before a Past Participle: as,—

Being spoken, having dreamed.

And by placing *having been* before either a Present or Past Participle: as,—

Having been dreaming, having been spoken.

#### SOME USES AND OFFICES OF THE PARTICIPLE.

230. **As an Adjective.**—The participle is often used as a pure adjective: as,—

An *amusing* story. A *sliding* scale. “The *Deserted* Village.” The *beaten* path.

And in such compound forms as,—

The *all-absorbing* topic. A *half-learned* lesson. A *self-invited* guest.

231. **As an Adverb.**—Sometimes *ly* is added to the participle to form a pure adverb: as,—

The audience smiled *approvingly*. The leader spoke *encouragingly*. The question was very *pointedly* asked.

232. **As an Attribute Complement.**—The participle may be used as an attribute complement: as,—

The work is *progressing*. The lady is *accomplished*.

233. **Used Independently.**—It may be used independently: as,—

Nothing *preventing*, we shall start to-night. Strictly *speaking*, the statement is not correct.

234. **The Gerund.**—It may be the equivalent of an infinitive and is then called by some the gerund: as,—

The attorney commenced *speaking* at two o'clock = The attorney commenced *to speak* at two o'clock.

NOTES.—I. Active transitive participles may govern objects just as the verbs from which they are derived: as, 1. Hearing a *voice* (noun) I turned. Seeing *that his boat was being drawn into the current* (clause), and believing *him to be unconscious of his peril* (pronoun and infinitive phrase), we shouted to him to take his oars.

II. Participles may have modifiers: as, 1. *His* (possessive pronoun) worrying was unnecessary. 2. There is nothing to prevent my *brother's* (possessive noun) going with you. 3. Looking *carefully* (adverb) we found the error. 4. Passing *by the house* (phrase) we looked in. 5. We saw the purse lying *where you left it* (clause).

III. The participle may be followed by an attribute: as, 1. My foreman being *sick* (adjective), I cannot attend. 2. My father being *attorney* (noun) for the plaintiff, he will argue the case.



**Exercise 80.**—Construct sentences containing the following words and phrases used appropriately:

- |                               |                        |
|-------------------------------|------------------------|
| 1. The increasing cloudiness. | 10. Repeatedly.        |
| 2. A sweeping fire.           | 11. Convincingly.      |
| 3. A consuming thirst.        | 12. Taming.            |
| 4. The dripping clothes.      | 13. Roaring.           |
| 5. Flaming torches.           | 14. Crumbling.         |
| 6. Surging crowd.             | 15. All-destroying.    |
| 7. Flying timbers.            | 16. Self-governed.     |
| 8. Laughingly.                | 17. Half-hearted.      |
| 9. Assuringly.                | 18. Health permitting. |

**Exercise 81.**—Tell which of the following participles are adjectives, which, nouns, which, adverbs, and which are used in some other way:

1. The little maid went tripping along to school.
2. The exciting contest drew a crowd of spectators.
3. The passengers, alarmed at the pitching of the boat, asked the captain to land them.
4. The wolves came prowling about our tent.
5. The gathering darkness obscured our view.
6. We were aroused by the beating of drums and the shouting of the natives.
7. The water was scalding hot.
8. Talking about hunting, have you read Cummings' adventures?
9. The bridge giving way, the train was wrecked.
10. Seeing is believing.
11. Going a few steps farther, we could see the advancing column.
12. You can imagine me groping through the darkness, dripping wet.
13. Waving his sword above his head, the colonel called to his men to follow him.
14. The water being rough, we did not row far.
15. Hoping that this arrangement will please you, I remain, etc.

## LESSON 28.

### THE PARTICIPLE IN CONSTRUCTION.

**235. Rule.**—When a transitive participle, used as a noun, is limited by some preceding word, the preposition *of* is required to govern the object following: as,—

The taking *of* things by force generally causes trouble. Much reading *of* good authors has improved his style.

**236. Exception.**—But when the transitive participle is not limited by a preceding word, the preposition *of* should not be used: as,—

Reading good authors has improved his style.

**237. Suggestions.**—As either the participle or the infinitive may sometimes be used, it is often difficult to determine which should have the preference. The following suggestions may be of use in making a decision in some cases:

I. After verbs that signify *to omit*, *to avoid*, *to prevent*, etc., the participle should generally be used: as,—

I omitted doing it. We avoid referring to the matter in his presence.

II. After verbs that signify *to try* or *to intend*, the infinitive should generally be used: as,—

I tried to do it. We intend to refer to the matter, etc.

III. The participle may generally be used after the various forms of the verbs *begin*, *commence*, *desist*, *practice*, and others, especially when reference is made to what is habitual or repeated (though the infinitive is sometimes more elegant): as,—

I began writing my lessons last term. He commenced borrowing about a year ago. You would better desist urging him. They will practice throwing the hammer at 3 o'clock.

• NOTE.—Care should be taken not to use a participle when an ordinary noun, a verbal noun, a verb in the infinitive, or a substantive phrase or clause will more accurately or more elegantly express the meaning.

EXAMPLES.—1. “Further discussing of the question was postponed,” should be, “Further discussion, etc.”

2. “It is easier asking questions than answering them,” should read, “It is easier to ask questions than to answer them.”

**Exercise 82.**—In the following sentences state whether or not it is better to use the participles and prepositions:

1. I neglected  $\left\{ \begin{array}{l} \text{to take} \\ \text{taking} \end{array} \right\}$  my customary exercise.
2. I intend  $\left\{ \begin{array}{l} \text{staying} \\ \text{to stay} \end{array} \right\}$  all day.
3. No one likes  $\left\{ \begin{array}{l} \text{being} \\ \text{to be} \end{array} \right\}$  in debt.
4. By  $\left\{ \begin{array}{l} \text{faithful study} \\ \text{studying faithfully} \end{array} \right\}$  one may become learned.
5. By  $\left\{ \begin{array}{l} \text{the exercising of} \\ \text{exercising} \\ \text{the exercise of} \end{array} \right\}$  our muscles they become strong.
6. Do not forget  $\left\{ \begin{array}{l} \text{to mail} \\ \text{mailing} \end{array} \right\}$  those letters.
7. We were just  $\left\{ \begin{array}{l} \text{discussing of} \\ \text{discussing} \end{array} \right\}$  the propriety of doing so.
8. I regret  $\left\{ \begin{array}{l} \text{not being allowed} \\ \text{that I was not allowed} \end{array} \right\}$  to speak.
9.  $\left\{ \begin{array}{l} \text{There being no objection} \\ \text{As there is no objection} \end{array} \right\}$  the minutes stand approved.
10. You must try  $\left\{ \begin{array}{l} \text{studying} \\ \text{to study} \end{array} \right\}$  more diligently.

**238. Caution.**—Participles should be so used that there will be no doubt as to what they refer to or modify.

**Example I.**—“Walking up the street, the entire building may be seen.” Or, “The entire building may be seen walking up the street.”

In these sentences the meaning suggested is that the building walks. The true meaning may be shown by introducing a preposition, indicating at once the relation of the participle as, “By walking up the street,” etc., or, “May be seen by walking up the street.”

**Example II.**—"Emerging from the thicket the hunters saw a fine moose."

In this sentence it may be either the hunters or the moose that emerged from the thicket. If the hunters, we must say, "On emerging," etc., or, "The hunters emerging," etc.; if the moose, we should say, "The hunters saw a fine moose emerging," etc.

**NOTE.**—From the last example it will be seen that the participle should be placed as near the word it modifies as is necessary to make the meaning plain.

**Exercise §3.**—In the following sentences make such changes and additions as may be needed to show the intended meaning:

1. The new hall was formally presented to the society finished in hard wood and beautifully decorated.
2. Wanted. Good, second-hand piano by reliable party tuned to concert pitch.
3. Lost. Small, brown spaniel, by boarder at 27 Elm St., wearing brass collar marked "Galo."
4. For sale, cheap. Bicycle, nearly new, for gentleman weighing 26 pounds.
5. The enraged elephant charged on his keeper as soon as he saw him swinging his trunk and flapping his ears.
6. Expecting to make the trip in a single day the horses were fed at daylight.
7. A gentleman will let his house going abroad for the summer to a small family containing all the improvements.
8. Suits ready made of material cut by an experienced tailor handsomely trimmed and bought at a bargain are offered cheap.
9. Sitting on the ledge of rock we could see the wounded eagle.
10. Two new cruisers were added to the fleet each carrying guns of the heaviest calibre commanded by experienced officers.

## LESSON 29.

### SOME ADDITIONAL PRINCIPLES AND SUGGESTIONS.

**239. Verbs similar in Form.**—Care should be taken to distinguish between transitive and intransitive verbs similar or identical in some of their forms. The following verbs are often confounded:

#### *Intransitive.*

Lie, lay, lain.  
Rise, rose, risen.  
Sit, sat, sat.  
Fall, fell, fallen.

#### *Transitive.*

Lay, laid, laid.  
Raise, raised, raised.  
Set, set, set.  
Fell, felled, felled.

**NOTE.**—Notice that *lay* is the past tense form of the intransitive verb *to lie*, and also the present tense form of the transitive verb *to lay*; and that *fell* is the past tense form of the intransitive verb *to fall*, and also the present tense form of the transitive verb *to fell*.

**Exercise 84.**—State which of the verbs in the following sentences are correctly used:

- |   |  |
|---|--|
| 1. The book lies on the table.            | 10. The general sits his horse well.       |
| 2. Let it lay there.                      | 11. The explorers have just sat out.       |
| 3. He lay there an hour before help came. | 12. Have you set a good example?           |
| 4. He has laid there all day.             | 13. The sun sat behind a cloud.            |
| 5. We have laid our plans.                | 14. Set down at once and write a telegram. |
| 6. The tree has just fell.                | 15. He raised himself with difficulty.     |
| 7. Are they going to fall the tree?       | 16. The river has raised several inches.   |
| 8. The tree was fallen by the wind.       | 17. The river has raised the bridge.       |
| 9. I am glad that you have fallen in with | 18. The sun raised high in the heavens.    |

such good companions.

**NOTE.**—Ten of the foregoing verbs are incorrect.

The following verbs are sometimes confounded:

Flee, fled, fled. (To run away.)

Fly, flew, flown. (To move in the air.)

Flow, flowed, flowed. (To move by gravity as a liquid.)

**Exercise 85.**—Which of the verbs in the following sentences are correct?

1. The thief flew from justice.
2. The whole valley was overflowed.
3. The bird had flown.
4. The hounds flew along the track.
5. The air was filled with flying cinders.
6. The water has flowed over the bridge for several hours.

**NOTE.**—Sometimes in poetic forms fly is used for flee, and even in prose a very high rate of *running* speed may be indicated by the various forms of the verb fly: as, The engine fairly *flew* along the rails. Other verbs also are used in this way: as, The frightened horses *tore* down the street.

**240. Shall and Will, Would and Should.**—Use these auxiliaries so as to convey just the meaning intended.

*Shall* in the first person simply foretells: as,—

“I *shall* go to Chicago next week.” “I *shall* be happy to see you at that time.”

*Shall* in the second and third persons, promises, commands, or expresses determination: as,—

“You *shall* go.” (I promise it.) “You *shall* go.” (I command it.) “He *shall* go.” (I am determined to have it so.)

*Will* in the first person expresses a promise or a determination: as,—

“Yes, I *will* go.” (I promise it.) “I *will* go.” (I am determined to go.)

*Will* in the second and third persons simply foretells: as,—

“You *will* go.” “He *will* go.” (It will come to pass.)

*Should* and *would* are used in a similar manner: as,—

I think that I *should*—you *would*—he *would* (where the matter is not under my control). You were determined that I *should*—that you *would*—that he *should*. I resolved that I *would*—you *should*—he *should* (where I have the authority and mean to use it).

**NOTE.**—In interrogative sentences these auxiliaries generally have a meaning nearly the opposite of that in the affirmative. “*Shall* I go?” (Is it your wish or determination?) “*Will* he go?” (Is there a willingness?) “Do you think I *should* go?” (That I *ought* to go?)

**Exercise 86.**—Supply the proper auxiliaries (either shall or will, should or would) in the following sentences:

1. I ..... consider it a great favor.
2. All .... receive their money when the work ..... have been completed.
3. I am resolved that I .... do my duty.
4. I was resolved that he ..... do his duty.
5. I .... not be surprised to see him there.
6. .... I go to Europe or not?
7. Do you intend that I ..... go?
8. Do you intend that you ..... go?
9. He .... sit and read for hours.
10. I have decided that you ..... go.
11. .... we hear a good lecture if we ..... go?
12. If, on the other hand, they .... consult their safety and turn back, who ..... blame them?
13. .... I find you at home? You ... find me there.
14. Do you wish me to go? I .... then.
15. I ..... like to know who said it.

Compare: "I will deliver your message and you shall soon know his decision," with "I shall deliver your message and you will soon know his decision," and show how both forms may be correct.

(For a full discussion of these auxiliaries, see Richard Grant White's "Words and Their Uses," page 264.)

**241. Omissions and Substitutions.**—A verb should not be omitted nor represented by an auxiliary when by so doing the meaning is rendered obscure or the construction improper.

For example, the sentence, "Money is scarce and times hard," should read, "Money is scarce and times are hard." "I never have and never will assist him," should read, "I never have assisted and never will assist him."

**Exercise 87.**—Correct the errors in the following sentences:

1. I have always and still do think that labor is honorable.
2. There always has and always will be harmony between them.
3. We did not then and have not since credited the report.
4. I have not and I am sure he will not consent to the arrangement.
5. If you intend to, he ought not to think of going on the same day.

**242. Different Forms.**—It is improper to use different forms of verbs in the same connection: as,—

**Example I.**—"This had served to *increase* instead of *alleviating* the difficulty."

This sentence should read, "This had served to *increase* rather than to *alleviate* the difficulty."

**Example II.**—"Having known Mr. A. for several years and as I believe that it will be to your mutual advantage to become acquainted, I take pleasure in giving him this letter of introduction."

This sentence should read, "As I have known, and as I believe," etc., or, "Having known, and believing," etc., or "I have known," etc.

**Exercise 88.**—Improve upon the following constructions:

1. I would prefer to go now in place of staying so short a time.
2. As I have some knowledge of Mr. B.'s business ability, and believing that it will be to your advantage to make his acquaintance, I take pleasure in introducing him.



3. After several years' careful study of the best methods of ventilation, and having for some time made a specialty of the famous "Harper System," we feel prepared to give the public the best service possible in our line.

NOTE.—A progressive form for the passive voice in the present and past indicative, is made by combining the present and past tenses indicative of the verb *to be* with the present passive participle: as, "The house is being built." "The book is being printed." This is now superseding the old form, "The house is building." "The book is printing," though some writers do not favor it.

## LESSON 30.

### ADVERBS.

**243.** An **adverb** is a word or expression joined to a verb, an adjective, or another adverb, to modify it: as,—

Henry **WRITES** *rapidly*. (Verb.)

He is **an** *exceedingly* **BRIGHT** boy. (Adjective.)

This was written *very* **RAPIDLY**. (Adverb.)

**244.** Sometimes an adverb modifies a phrase or a clause: as,—

The book is soiled only *on the outside*. I came just *as you started*.

**245.** Entire phrases are sometimes used as adverbs: as,—

His interest is not, *in any degree*, lessened by this action. One is, *at least*, better than none.

**246.** Adverbs are often formed by annexing *ly* to adjectives or participles: as,—

Wise, *wisely*; brave, *bravely*; exulting, *exultingly*.

**247. Comparison.**—Many adverbs are compared like adjectives: as,—

Soon, sooner, soonest; wisely, more wisely; most wisely; well, better, best.

**248.** With respect to their *meaning*, adverbs may be divided into the following classes:

1. Adverbs of **manner**—answering the question *how?* as, *justly, bravely, neatly, thoroughly*.

2. Adverbs of **place**—answering the question *where?* as, *here, there, away, yonder*.

3. Adverbs of **time**—answering the question *when?* as, *now, then, soon, often, recently*.

4. Adverbs of **degree**—answering *to what extent?* as, *much, greatly*.

5. Adverbs of **cause**—answering the question *why?* as, *therefore, consequently, hence*.

**249.** To the above list may be added the following:

1. Adverbs of **affirmation** or emphasis: as, *yes, surely, certainly, undoubtedly*.

2. Adverbs of **negation**: as, *no, not, nay, never*.

NOTES.—I. Some adverbs belong sometimes to one class and sometimes to another, according to their meaning, and *how*, *when*, *why*, etc., become interrogative adverbs when used to ask questions.

II. Some adverbs are compound: as, *herein*, *thereby*, *whereat*, *hereabout*.

III. Some adverbs are used independently: as, *Yes*, I think so. *Why*, that is strange.

IV. The adverb *there* is sometimes used merely to introduce a sentence: as, *There* was no one at home. It may then be called a mere expletive, or, a word of euphony.

V. Sometimes adverbs connect two clauses and modify a word in each clause. Such words may be termed either conjunctive adverbs or subordinate conjunctions: as, Make hay *while* the sun shines. You speak of it as you understand it.

**Exercise 89.**—Complete the following sentences by supplying in each case as many appropriate adverbs as you can:

1. The citizens protested ..... against the appropriation.
2. Working men are almost ..... opposed to the change.
3. If he tries again he will most ..... succeed.
4. I ..... realize the importance of acting .....
5. It is ..... expected the committee will report .....
6. I have ..... thought I would do so sometime.
7. Can you tell me ..... they went?
8. How ..... he reads.
9. The snow falls .....
10. We should all try to live .....
11. That is ..... what I told him.
12. Do not walk near the edge of the cliff, ..... at that point.
13. We started ..... after we had dinner.
14. .... and ..... the tourists made the ascent.
15. The house is ..... too large.

**Exercise 90.**—In the following sentences substitute adverbs for the italicized phrases and adverbial phrases for the italicized adverbs:

1. We shall stop *at this place* to day.
2. There was no one with him *at that time*; (or *at the time* I talked with him).
3. He is due *at this time*.
4. We have not heard from him *up to date*.
5. *At what point* shall I begin?
6. We reached the second bluff and *there* we halted for an hour's rest.
7. We spent two days in the quarry *where* we found many good specimens.
8. At 5 o'clock the order was given and *soon* we were ready to sail.
9. I have been consulted *frequently* regarding this matter.
10. He spoke very *candidly*.
11. I do not know *how* to present my request.
12. *Why* do you think I should go *promptly*?
13. We traveled *far* in the wrong direction.
14. The operation was performed *with great skill*.
15. We could not go early, *therefore*, we preferred not to go at all.
16. They greeted us *very cordially*.
17. He cannot speak English *readily*, though he converses *with fluency* in French and German.
18. The closing speaker summed up for the negative *most effectively*.
19. Tell me *when* to start and I will *certainly* come.
20. The debate continued, *uninterruptedly*, from morning till night.

## LESSON 31.

## ADVERBS — Continued.

**250. Rule** — Adverbs modify verbs, participles, adjectives, other adverbs, and sometimes phrases or clauses.

**251. Special Rule I.**—Adverbs should not be used as adjectives nor adjectives as adverbs: as,—

“It looks strangely,” is incorrect. The adverb *strangely* is used for the adjective *strange*. “John writes tolerable well.” The adjective *tolerable* is used for the adverb *tolerably*.

**NOTE.**—I. What is said regarding the false and exaggerated use of adjectives, page 34, will apply with equal force to the adverb.

II. Such verbs as *sound, smell, taste, feel, appear, look, seem*, should be followed by adverbs when the manner of doing or acting is described, and by adjectives when the idea of quality is to be conveyed: as, “He appeared (seemed to be) prompt and willing.” “He appeared (made his appearance) promptly and willingly.” “The leader sounded (caused to sound) the notes clearly.” “The notes sung by the leader sounded (seemed) clear.” “Our friends arrived safe (condition of friends).” “Our friends arrived recently (time of arrival).”

**252. Special Rule II.**—Adverbs should be so placed that there will be no doubt as to what words they modify: as,—

“I wish *only* to order fifty books,” implies that I do not wish to deliver them or do anything else with them than *order* them; whereas, if it is desired to restrict the number ordered to fifty, it should be, “I wish to order *only* fifty books.”

**253. Special Rule III.**—Do not put an adverb between “to” and its verb: as,—

“He preferred to *not* sing.” “He preferred *not* to sing,” is better.

**254. Special Rule IV.**—The adverbs *when* and *where* should not take the place of a noun and preposition in defining a term: as,—

“A contract is when persons make an agreement,” should read, “A contract is an agreement between persons.”

**NOTES.**—I. Two negatives, or denying words, used so that one contradicts the other, render the meaning affirmative: as, “I have never said nothing of the kind.” *Nothing* should be *anything*, or, *never* should be omitted. “The bridge has not been condemned yet, I don’t think.” *Don’t* should be omitted.

II. When *not* is followed by *only*, or by some equivalent word, the negation is preserved: as, “I not only never said so, but I never thought so.”

III. The position of the adverb should not be such as to make the wrong verb negative: as, “I do not think I shall go.” The speaker *does think* that he will not go, and the sentence should therefore read, “I think I shall not go.”

IV. *No*, in such expressions as “whether or no,” should be *not*.

V. *Ever so* properly expresses indefinite or unlimited degree; its place should not, therefore, be usurped by *never so*: as, “Be he *never so* wise.” Here *never* should be *ever*.

VI. *Farther* refers to distance; *further* means additional: as, I can go no *farther* in this direction, till I have *further* instructions.

VII. *Most* means in the highest degree; it is often improperly used for *almost*: as, "It is *most* done." *Most* should be *almost*.

VIII. *Nearly* should be applied to quantity, time, or space, and *almost* to degree: as, "It is *almost* perfect, is better than It is *nearly* perfect."

IX. *Hence*, *thence*, and *whence* should never be preceded by *from*; *from hence*, *from thence*, *from whence*, are tautological expressions.

**Exercise 91.**—Correct the errors in the following sentences:

1. Every collegian is not a scholar.
2. His sagacity almost appears miraculous.
3. He don't do nothing.
4. This can be done easier.
5. My head feels badly.
6. She is most sixteen.
7. He reads very bad.
8. He went most there.
9. Most everybody says so.
10. I will not go but once.
11. She walks graceful.
12. He spoke eloquent.
13. She did that work good.
14. His expressions sounded harshly.
15. It rained most every day.
16. Verbosity is when too many words are used.
17. It is impossible to be continually at work.
18. Whether he is in fault or no I cannot tell.
19. Do you know from whence this proceeds?
20. Neither he nor no one else can do that.
21. He was not able to pay the debt but in part.
22. He only read the book, not the notice of it.
23. A wicked man is not happy, be he never so hardened in conscience.
24. Snow seldom or ever falls in the southern part of Texas.
25. Nothing farther was said about the matter.
26. We could proceed no further on our journey.
27. He is some better than he was yesterday.
28. This pen does not write good.
29. She dresses suitable to her means.
30. Theism can only be opposed to polytheism.
31. Corn should be generally planted in April.
32. The words should be arranged so that the meaning may be clear.
33. The Secretary was expected to soon resign.
34. You are not well, I don't believe.
35. Come quick and do not hinder us.
36. They hoped for a soon and prosperous issue to the war.
37. The then Emperor was noted for his cruelty.
38. He intended to early apply himself to the study of law.
39. I have done like he directed.
40. We remained a week at St. Louis and proceeded from thence to Chicago.

## LESSON 32.

## THE PREPOSITION.

**255. A preposition** is a word which expresses the relation between a noun or a pronoun, before which it is usually placed, and some other word in the sentence: as,—

We chatted *with* the conductor. The ball passed *over* his head. The conductor chatted *with* us. The ball passed *over* him.

NOTE.—*With* shows the relation between *conductor* and *chatted*; *over*, between *head* and *passed*; *with*, between *us* and *chatted*; *over*, between *him* and *passed*.

**256. Preposition and Object.**—The noun or pronoun following the preposition is called its object, and the preposition with its object forms a phrase which modifies or relates to some other word. The phrase is sometimes called an *adjunct*.

NOTE.—The object of a preposition may be a phrase or a clause: as, “They came from *over the sea*.” “We continued the work from *where you finished*.”

**257. Adjective Phrase.**—When the phrase formed by the preposition and its object is equivalent to an adjective, it is called an adjective phrase: as,—

A man *of ability* = An *able* man. Habits *of care* = *Careful* habits. He is *without friends* = He is *friendless*.

**258. Adverbial Phrase.**—When the prepositional phrase is equivalent to an adverb it is called an adverbial phrase: as,—

We followed *in haste* = We followed *hastily*. He answered *with reluctance* = He answered *reluctantly*. We walked *towards home* = We walked *homeward*.

NOTES.—I. A prepositional phrase is adverbial or adjective so long as it does the duty of either part of speech, whether we can *actually* substitute an adverb or adjective or not: as, They sailed *on Tuesday* (adverbial of time). Hang the coat *on the hook* (adv. of place). A man *of means* (adjective phrase). The wheat *in that field* is ripe (adj. phrase).

II. Sometimes the prepositional phrase is used as a noun: as, “*Over the fence* is out” (subject). My visit was *of no avail* (attribute). The sound came from *under the ground* (object of prep.).

**Exercise 92.**—Use the following prepositional phrases in sentences, and state which are adjective, which adverbial, and which are used as nouns:

- |                       |                                |
|-----------------------|--------------------------------|
| 1. Through the glass. | 9. Around the world.           |
| 2. Down the hillside. | 10. At the World's Fair.       |
| 3. Across the way.    | 11. Between the lines.         |
| 4. Behind a tree.     | 12. Before the mast.           |
| 5. Under the lilacs.  | 13. During the first year.     |
| 6. Within reach.      | 14. Without further ado.       |
| 7. Of bygone days.    | 15. Beyond my comprehension.   |
| 8. From bad to worse. | 16. With your kind permission. |



**Exercise 93.**—Change the following adjectives and adverbs to phrases, and the phrases to adjectives or adverbs:

- |                    |                       |
|--------------------|-----------------------|
| 1. Of the nation.  | 11. Without shelter.  |
| 2. Fearless.       | 12. Brazen.           |
| 3. At what time?   | 13. Of necessity.     |
| 4. Where?          | 14. Homeless.         |
| 5. In what manner? | 15. For a purpose.    |
| 6. Seaward.        | 16. Never.            |
| 7. Of use.         | 17. Without prudence. |
| 8. Shakespearean.  | 18. Probably.         |
| 9. With rashness.  | 19. Within reason.    |
| 10. Certainly.     | 20. Alone.            |

LIST OF THE PRINCIPAL PREPOSITIONS IN COMMON USE.

aboard,	behind,	for,	throughout,
about,	below,	from,	till,
above,	beneath,	in,	to,
across,	beside,	into,	touching,
after,	besides,	of,	toward,
against,	between,	off,	towards,
along,	betwixt,	on,	under,
amid,	beyond,	over,	underneath,
amidst,	but,	past,	until,
among,	by,	pending,	unto,
amongst,	concerning,	regarding,	up,
around,	down,	respecting,	upon,
at,	during,	round,	with,
athwart,	ere,	since,	within,
before,	except,	through,	without.

NOTES.—I. The words of the above list ending in *ing* were originally participles and are sometimes so used.

**Example 1.**—The young man, *respecting* (or *regarding* = having respect or regard for) his father's wishes, decided to change his plans (part.).

There is but one opinion *respecting* (or *regarding* or *concerning* = with reference to) his conduct (prep.).

**Example 2.**—The boat steamed down the river, *touching* at various points for passengers (part.).

*Touching* (= regarding or concerning) the points you mention we have no information (prep.).

II. The words *after*, *before*, *below*, *but*, *under*, *up*, *off*, *on*, *round*, *within*, etc., are used either as prepositions, as conjunctions, or as adverbs, according to the relation which they sustain to other words. Prepositions usually become adverbs when the object is omitted: as, "Walk in." "They passed by."

**Example 1.**—We stood *before* the fire (prep.). You are telling me what I knew *before* (adv.).

**Example 2.**—We waited *until* the arrival of the steamer (prep.). We waited *until* the steamer arrived (conj.).

III. Two or more prepositions are sometimes combined, expressing a single relation: as, According to, from out, out of, over against, from before, from beyond, instead of.



IV. The preposition *into* expresses relation produced by change from one condition or place to another; and *in* denotes motion or rest in a condition or place. Hence, "To walk *into* the house," means to walk from the outside to the inside of the house, while, "To walk *in* the house," means to walk after getting inside of the house.

V. *Between* is generally used when reference is made to two things or persons; *among*, when more than two are referred to; but this rule is not followed strictly by good writers. Such expressions as "Reading *between* the lines," "Leaving spaces *between* the letters," etc., are common, and are accepted as correct.

VI. *In* and *on* have a broader meaning than *at*, with reference to both time and place: as, "At sunrise *in* the morning." "At noon *on* Monday." "He lives *in* Chicago, *on* Dearborn Ave., *at* No. 2040." "We arrived *in* New York *at* the Grand Central Station."

VII. *But* and *save* are prepositions when equivalent to except: as, "They were all saved *but* one." *A* is a preposition when used in the sense of *per*: as, "I ride twice *a* (per) day," and combines, as the equivalent of *at*, *on*, etc., with other words to form such compounds as, asleep, aground, etc.

VIII. Other words than those given in the preceding list and notes are sometimes used as prepositions. If the student wishes to know whether a given word may be used as a preposition, or as any other part of speech, he can always get the information in some good unabridged dictionary.

**Exercise 94.**—Determine which of the italicized words in the following sentences are prepositions, which adverbs or adjectives, and which conjunctions, and correct those not properly used. (Four of the sentences contain errors.)

1. The inspector is *off on* his western trip.
2. I have *not been off* my feet to-day.
3. *When* do you expect to come *over*?
4. The player ran his fingers *over* the keys.
5. There is *no finer* building the whole country *over*.
6. He got his pay *and* a dollar *over*.
7. The young man has worked his way *up*.
8. It was hard rowing *up* stream.
9. There does *not seem* to be any one *about*.
10. We are *about* to begin.
11. John called *for* James *and* they left *about* fifteen minutes *after*.
12. His character is *above* reproach.
13. The captain staid *above while* the mate went *below* to examine the leak.
14. "Our fruitful Nile flowed *ere* the wonted season."
15. They live *at* Boston, *in* Tenth street, *on* No. 64.
16. Put the basket *of* apples *in* the wagon.
17. The year *of* the Restoration plunged Milton *in* bitter poverty.
18. Butter brings twenty cents *for a* pound.
19. "None *but* the brave deserve the fair."
20. *Pending* the trial a petition was circulated asking *for* his release.
21. I am *under* obligations to you, *as, but for* your help, I should have gone *under*.
22. The case comes *within* the statute.
23. Please sign *and* return the *within* notes.
24. There is no one *within*.
25. The messenger will be *here within* an hour.

## LESSON 33.

## THE PREPOSITION — Continued.

**259. A Preposition** governing a relative or an interrogative pronoun is often placed at the end of the sentence, and at a distance from the word governed: as,—

Whom did you write to? Which room shall I find it in? What is copper useful for? Whose house did you stop at? This is the party whom I spoke of.

NOTE.—This form is allowed in familiar styles of expression, especially where it is desired to emphasize the preposition, but, in other cases it is usually better to place the preposition before the pronoun: as, To whom did you write?

**260. When two or more prepositions** in a sentence refer jointly to a noun, it is better to place the noun after the first preposition, and a pronoun representing the noun after each of the others.

The sentence, “He is unacquainted *with*, and hence cannot speak *upon*, nor give advice *concerning* the matter,” should read, “He is unacquainted with the matter, and hence cannot speak upon it nor give advice concerning it.”

**261. Omission of Preposition.**—Prepositions should not be *omitted* when they are needed to complete the sense.

“Egypt is the west side of the Red Sea,” should read, “Egypt is *on* the west side,” etc.

“Ignorance is the mother of fear as well as admiration,” should read, “Ignorance is the mother of fear as well as *of* admiration.”

**262. The unnecessary use** of prepositions should be avoided.

“Where is he going *to*?” should read, “Where is he going?”

“I went there *at about* noon,” should read, “I went there *at* noon” (exact time), or, “I went there *about* noon” (approximate time).

**263. Prepositional phrase modifiers** should be so placed as to make clear what words they are intended to modify.

The sentence, “He went to town driving a flock of sheep *on horseback*,” should read, “He went to town *on horseback*,” etc.

NOTE.—Smoothness of sound must also be considered in placing phrases.

**Exercise 95.**—Correct the errors in the following sentences:

1. He plunged into, and swam across, the river
2. The second proposal was different from, though a result of the first.
3. I never could understand at what he was aiming anyway.
4. He is worthy our charity.
5. His efforts were not for the great but the lowly.
6. San Francisco is the other side of the Rocky Mountains.
7. Let us consider the works of nature and art.
8. He received dispatches from England and Russia.
9. Many talented men have deserted from the party.
10. The performance was approved by all who saw it.
11. Lift the box off of the floor.
12. This is the subject of which I intended to speak about.

13. He lives near to the river.
14. We were prevented returning sooner.
15. The tall stranger is speaking now with the dark side whiskers.
16. Habits must be acquired of temperance and of self-denial.
17. A young man was arrested last night a few doors from where we stopped in a state of intoxication.
18. We bought our tickets before boarding the train at the Main St. office.
19. The young lady plays beautifully on the harp with the light blue eyes and fair complexion.
20. These designs were drawn last summer by an artist who came here and died to pass away the time.

**264. Appropriate Use of Prepositions.**—In selecting prepositions care must be taken to choose those that are appropriate to the words to which they relate. To be able to do this one must know not only the various relations expressed by different prepositions, but also the different relations possible with the same prepositions.

NOTE.—This knowledge can be gained from dictionaries and other books on words, also from observation of the use of the preposition by good authors.

**265.** The preposition may be studied according to the plan suggested in the following lists, which can be extended as desired:

<i>Verbs and Participles.</i>	<i>Appropriate Prepositions.</i>
1. Adapted - - -	to (a thing); for (a purpose); from (an author).
2. Agree - - -	with (persons); to (things).
3. Attend - - -	to (listen); upon (wait).
4. Bestow - - -	in (places); upon (persons).
5. Besiege - - -	in (positions); with (weapons).
6. Confer - - -	on (give); with (converse).
7. Confide - - -	in (to place confidence); to (intrust).
8. Converse - - -	with (persons); about (subjects).
9. Correspond - - -	with (by letter); to (similar things).
10. Differ - - -	with (in opinion); from (in appearance).
11. Divide - - -	between (two); among (more).
12. Disappointed - - -	of (what we expect); in (what we get).
13. Enter - - -	into (agreements); upon (duties); in (a record); at (a given point).
14. Employ - - -	in (to occupy); for (a purpose).
15. Familiarize - - -	to (scenes); with (a business, etc.)
<i>Nouns.</i>	<i>Appropriate Prepositions.</i>
1. Adaptation - - -	of (means); to (an end); for (a purpose).
2. Attendance - - -	upon (service); to (attention); at (presence).
3. Advantage - - -	of (favoring condition); over (a competitor).
4. Warrant - - -	for (authority); of (guaranty).
5. Yearning - - -	for (things); towards or after (persons).
<i>Adjectives.</i>	<i>Appropriate Prepositions.</i>
1. Angry - - -	at (things); with (persons).
2. Anxious - - -	about (persons); for (results).
3. Analagous - - -	to (something else); in (certain respects).
4. Useful - - -	for (a purpose); to (persons); in (a degree).
5. Watchful - - -	of (what should be done); against (what should be avoided).

NOTE.—Students should be encouraged to expand the preceding lists for themselves. It is suggested that a book of record convenient for carrying in the pocket be kept, in which the words can be entered as occasions offer for looking them up or noting their use.

**Exercise 96.**—Construct sentences showing what prepositions can be used appropriately with the following words:

- |                 |                |
|-----------------|----------------|
| 1. Accommodate, | 16. Liberal,   |
| 2. Argue,       | 17. Make,      |
| 3. Believe,     | 18. Necessity, |
| 4. Beguile,     | 19. Obligated, |
| 5. Careless,    | 20. Part,      |
| 6. Communicate, | 21. Question,  |
| 7. Die,         | 22. Reconcile, |
| 8. Disgusted,   | 23. Share,     |
| 9. Embark,      | 24. Touch,     |
| 10. Free,       | 25. Urgent,    |
| 11. Grief,      | 26. Vexed,     |
| 12. Hopeful,    | 27. Write,     |
| 13. Insensible, | 28. Waiting,   |
| 14. Just,       | 29. Yield,     |
| 15. Kind,       | 30. Zealous.   |

**Exercise 97.**—Supply appropriate prepositions for the following blanks:

- |  |  |
|--|--|
| 1. This soil is adapted --- wheat.         | 9. Much sympathy is expressed --- them,        |
| 2. This book is different ----- that.      | but there seems to be little ----- themselves. |
| 3. John differs ----- James in stature.    | 10. I congratulate you --- your success.       |
| 4. This originated --- a misunderstanding. | 11. We rejoice --- your determination to       |
| 5. We were followed --- a crowd.           | hold on.                                       |
| 6. He lives --- the turn in the road.      | 12. Are you provided ----- the danger?         |
| 7. They have need --- our assistance.      | 13. We could not prevail --- him to go.        |
| 8. We found them thirsting ---- know-      | 14. This plan is preferable --- that.          |
| ledge.                                     | 15. His friends are solicitous...his welfare.  |

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## LESSON 34.

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### CONJUNCTIONS.

**266.** A **conjunction** is a word used to connect words, phrases, and clauses:  
as,—

1. The *doors* and *windows* were fastened. (Words.)
2. *To bring back his shield or to be carried back upon it*, was the Spartan mother's charge to her son. (Phrases.)
3. *The money was speedily raised but it was unwisely expended.* (Clauses.)
4. *The old man smiled when we spoke to him.* (Clauses.)

**267.** Conjunctions are divided into two classes, *co-ordinate conjunctions* and *subordinate conjunctions*.

**268.** **Co-ordinate conjunctions** connect words, phrases, and clauses of the same rank; that is, those that are independent of each other.

**NOTE.**—In the first sentence quoted above, each of the subjects *doors* and *windows* is equal to the other in its relation to the verb *were fastened*. Neither one is dependent upon the other, and if either of the words should be omitted the relation of the other to the verb would remain unchanged. The same is true of the phrase subjects in the second sentence; and in the third sentence each of the clauses connected by *but* is entirely independent of the other, and expresses the thought intended completely, whether the other is used or not.

These words, phrases, and clauses are therefore said to be of the same rank or order, and the conjunctions connecting them are very properly called co-ordinate.

**269.** The words most frequently used as co-ordinate conjunctions are:  
and, but, or, nor, therefore.

Some of the other words used as co-ordinate conjunctions are:  
yet, also, still, however, consequently, accordingly, nevertheless.

**270.** **Subordinate conjunctions** connect clauses of different rank.

**NOTE.**—In the fourth sentence quoted above, the clause, *When we spoke to him*, is used to tell when the old man smiled, and is therefore an adverbial modifier of the verb *smiled*. Any clause that is used to modify some word or words in another clause is dependent upon the other to express its meaning fully, and being a mere modifier, it is said not to be of the same rank. For this reason the conjunctions connecting such clauses are called subordinate.

**271.** The subordinate conjunctions in common use are:

if, unless, though, that, lest, than, since, because; the conjunctive adverbs, when, where, why, how, while, before, after, until, ere, till, as; and the relative pronouns.

**NOTE.**—Conjunctive phrases are sometimes used to connect clauses: as, *Provided that*, *as if*, *as well as*, *as far as*, etc.

**272.** **Correlatives.**—Words are sometimes used in pairs as conjunctions, and they are then called correlatives: as.—

*I would rather go than stay. Either you or I must go.*

**273.** The principal correlatives are:

As - - - as;

As - - - so;

Both - - - and;

Either - - - or;

If - - - then;

Neither - - - nor;

So - - - as;

So - - - that;

Such - - - as;

Such - - - that;

Though - - - yet;

\*Sooner }  
Rather } - - - than;

Other }

Whether - - - or.

**NOTE.**—If the first correlative in each pair is not a conjunction it is either an adjective or an adverb, in which case it performs its usual office as a modifier, and gives force to the second correlative. For example, in the sentence, “We walked farther than we rode,” *farther* is an adverb modifying *walked*, and *than* is a conjunction, connecting the clause *we rode* to the preceding clause as a modifier.

\*Any adjective or adverb in the comparative degree may be used as a correlative of *than*: as, Lead is *heavier* than tin. (Adj.) Light travels *faster* than sound. (Adv.)



**Exercise 98.**—In the following sentences supply the proper conjunctions, state the kind, and tell what they connect:

1. Take heed ----- you fall.
2. Apples are ----- scarce ----- the price will be high.
3. Visitors have arrived in ----- numbers ----- the hotels are crowded.
4. Come ----- the rush begins.
5. To cross now might be possible, ---- it would not be prudent.
6. I have seen several ----- buildings --- you describe.
7. I feared ----- I should be late.
8. ---- Henry --- William will go.
9. The men were --- placed --- to be within easy reach.
10. It was argued ----- the will was executed by him ---- fraud had been practiced  
---- undue influence exercised.
11. I do not entirely favor the project; ---- I will render ----- assistance --- I can.
12. General advertising is of ---- great value to the advertiser in keeping an established article before the public ---- in introducing a new one, -----, advertise.

## LESSON 35.

### CONJUNCTIONS—Continued.

**274.** The **conjunctions**, *and*, *that*, *but*, etc., are sometimes used merely to introduce sentences. When so used they generally indicate a continuation of the preceding thought or discourse: as,—

“But, to return to my story.” “And it came to pass.”

**275.** When a **word** or **phrase** has a common dependence on two or more connected words or phrases, it should make good sense with each: as,—

“Bread is more nutritious, but not so cheap as potatoes,” should read, “Bread is more nutritious than but not so cheap as potatoes,” or, “Bread is more nutritious than potatoes but not so cheap.”

**276.** **Co-ordinate** and **correlative** conjunctions should not be used to join different forms of elements: as,—

“He managed the business *promptly* and *with caution*,” should read either, “*promptly* and *cautiously*,” or, “*with promptness* and *caution*.”

**277.** **Care** should be **taken** that the proper correlatives be used together, and that they stand where they belong. It is a common error to place one of the correlatives before a verb and the other before some other part of speech: as,—

“We should *both* consider the advantages *and* the disadvantages of the plan.” This sentence should read: “We should consider *both* the advantages, etc.”

**278.** **Than.**—The conjunction *than* should introduce the latter term of a comparison after *else*, *other*, *rather*, and all comparatives except *preferable*, *different*, etc.: as,—

“A corrupt government is nothing else *than* a reigning sin.” “His second statement was quite different *from* his first one.”



But *else*, *other*, and *more*, implying something additional of the same kind may be followed by *besides*: as,—

“He can converse on other topics *besides* politics.”

**279. As and So.**—When the correlatives, *as* ---- *as*, and, *so* ---- *as*, are used to connect terms denoting a comparison, *as* should follow *so* if a negative is expressed: as,—

“Is the water as high as it was?” “It is not so high as it was reported to be.”

**280. As** is sometimes improperly used for *that* in such sentences as:

“I do not know *as* I shall try.” *As* should be *that*.

**281. What** is also used improperly for *that*: as,—

“I do not know but *what* I may build.” *What* should be *that*.

**282. But that.**—In using the expression *but that*, care must be taken that the words convey just the meaning intended.

The sentences, “I do not know *that* the story is true,” and, “I do not know *but that* the story is true,” convey very different meanings, the first implying denial or disbelief and the second possibility of its truth.

**283. Lest** should not be used for *that* when fear or anxiety is expressed: as,—

“I feared *lest* I should be late.” *Lest* should be *that*.

NOTE.—The conjunction *and* is sometimes improperly used for the infinitive sign: as, “I will try *and* do better next time.” *And* should be *to*.

**Exercise 99.**—Supply the proper conjunctions and correct the errors in the following sentences:

1. Cornwallis could not do otherwise ----- surrender.
2. Let us not only consider the lesson, but also the application.
3. The prisoner will receive either ten days' imprisonment or be fined several dollars
4. I do not deny ---- he has intelligence.
5. Your work is not --- well done --- it ought to be.
6. She is equally deserving as her sister.
7. No errors are so unimportant but they deserve correction.
8. Neither he --- his brother is making the most of his opportunities.
9. Has he no other motive ---- that?
10. They think of little else ---- what is fashionable and popular.
11. There is no doubt but what he is well fitted for the work.
12. I could ---- buy it ---- borrow it.
13. At the time that I knew her she was an earnest student.
14. Some useful lessons, and which I shall never forget, I learned from him.
15. Have you heard --- she has arrived?
16. He may know more and write better, but he does not talk so well as his father did.
17. Try --- do your duty bravely.
18. The cold rather seemed to increase than to decrease.
19. ----- the contest will take place has not been decided.
20. --- the fare was homely --- it was very acceptable.
21. ----- he is innocent is generally believed.
22. That work always has and always will be read.
23. He commenced --- ----- he intended to succeed.
24. I do not know ---- that will be enough.

## LESSON 36.

## INTERJECTIONS.

**284.** An **interjection** is a word which is not related to the other words in a sentence, but is *thrown in* to express some sudden or strong feeling.

**285.** Interjections may be classed as follows: *Primitive Interjections* and *Derivative Interjections*.

**286. Primitive Interjections** are natural exclamations, expressing passion or feeling, and consisting mainly of those sounds or utterances resulting from the position of the organs of speech during emotion: as,—

*Oh!* Expressing wonder or astonishment, or pleasure; also sharp and sudden pain, et

*Ah!* Expressing regret or complaint; also, with prolonged utterance, to denote pain accompanied with grief or languor.

*Tut!* Used to rebuke or silence.

*Ugh!* Indicating loathing or aversion.

*Pshaw! Poh! Pugh! Tush!* Denoting contempt or disdain.

**287. Derivative Interjections** are exclamations expressing a state of the will, and consisting mostly of words derived from other parts of speech: as,—

Hush! hark! behold! (Verbs.)

Shocking! Going! going! gone! (Participles.)

Silence! Game! Victory! (Nouns.)

Good! Delightful! Ready! (Adjectives.)

Never! Quickly! (Adverbs.)

**Exercise 100.**—Classify and use with sentences the following interjections:

- |             |                 |             |                      |
|-------------|-----------------|-------------|----------------------|
| 1. Fire!    | 8. Welcome!     | 15. Faster! | 22. Encore!          |
| 2. Hurrah!  | 9. Halt!        | 16. There!  | 23. Now!             |
| 3. Hello!   | 10. Halloo!     | 17. Aha!    | 24. Chirr!           |
| 4. Whoa!    | 11. Go!         | 18. Quack!  | 25. Peep!            |
| 5. Fie!     | 12. Alas!       | 19. Snap!   | 26. Away!            |
| 6. Horrors! | 13. Charming!   | 20. Begone! | 27. Out!             |
| 7. Hail!    | 14. Hallelujah! | 21. Safe!   | 28. Congratulations! |

NOTES.—I. The literal meaning of the word *interjection* indicates that it is something thrown *between* or *among*, and it may be placed anywhere in the sentence, but it is generally used at the beginning.

II. The interjection *O* is frequently prefixed to nouns and pronouns independent by direct address, and it is then not ordinarily followed by the exclamation point: as, “Hear, O heavens, and give ear, O earth!” “O Absalom, my son!” “O upright judge!”

III. The interjection *Oh* is generally used in connection with some statement, question, or wish, and, if the whole expression is exclamatory, may be followed by the comma: as, Oh! Now I can do it. Oh! What have you done? Oh, that I knew where I might find him!

**Exercise 101.**—Punctuate and capitalize the following expressions:

1. Judge O you gods how dearly Cæsar loved him.
2. Oh what a fall was there my countrymen.
3. Oh now you weep.
4. O piteous spectacle.

5. O noble Caesar.
6. Oh grief hath changed me since you saw me last.
7. Oh that your highness knew my heart in this.
8. Ho every one that thirsteth.
9. How short alas is life.
10. Ready present fire.
11. Forward march.
12. Hail gentle spring.

NOTE.—Interjections, expressing the multiplied emotions of the human mind, and lending their aid where other language fails in this respect, contribute much, when rightly used, to render language an exact expression of thought; but a caution may be proper here against those exaggerated forms of exclamations so often heard, so difficult to avoid when the habit of using them has been once formed, and which serve so well to cheapen expression and cast discredit, in general, upon the utterances of those who employ them. Let our interjections be expressions of *real feeling*, not mere *affectations*.

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## LESSON 37.

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### PRINCIPLES OF EXPRESSION.

**288. Retrospective.**—In the preceding lessons we have studied words under the several classes to which they belong, and have presented the principal rules generally accepted as governing their use, noting as we went along some of the errors common to each class.

We have also given some attention to the selection of appropriate words, and to the framing of brief original constructions.

**289. Prospective.**—We pass now to exercises in selection and construction of a more extended and general character.

These exercises will, if practiced properly, serve to develop facility and effectiveness of expression. Before taking them up, however, we stop to consider briefly a few very important principles.

**290. The object of language** should be the expression of thought in the clearest and most attractive manner. Every writer or speaker will, of course, have a style of expression peculiar to himself, but there are some qualities essential to all good styles; namely, *clearness*, *force*, and *harmony*.

**291. Clearness.**—1. *Clear Thinking.*—Clear writing requires *clear thinking*. One cannot convey clearly to others what is vague or indistinct in his own mind.

The habit of writing or speaking without first knowing definitely what we intend to say will invariably produce an obscure and slovenly style of expression, and just as surely will careful and diligent thought find expression in a clear and effective style.

2. *Unity of Thought*.—Another essential of clearness is the *unity of thought* in the sentence.

Every sentence should have one, and only one, *principal* subject of thought. The sentence may be long and consist of many parts; but the parts should be so closely and skillfully combined as to give the impression of one symmetrical whole.

To maintain unity:

- a. Change the subject as little as possible in the course of the sentence.
- b. Do not crowd into one sentence things that have so little relation to each other that they may properly be expressed in two or more sentences.
- c. Do not modify a relative clause, which is itself dependent, by another relative clause.
- d. Supplementary clauses at the end should be avoided.

3. *Paragraphing*.—The *grouping* of the sentences that bear upon some given point or idea into *paragraphs*, and the arrangement of paragraphs in a *logical order*, instead of throwing them together promiscuously, are aids to clearness.

4. *The Proper Use of Words*.—This requires knowledge of the exact meaning of the words we use; care in the use of synonyms; avoidance of the use of unnecessary words; simplicity—a preference for small words.

5. *Ambiguous expressions* must not be used. (For illustrations of ambiguity, see lessons 12, 14, 28, 31, and 33.)

**292. Force.**—This element is sometimes called *strength* or *energy*, and is that quality of style by which thought is expressed forcibly and vividly.

NOTE.—Mere correctness and consistency of expression are not all the qualities necessary to effectiveness. The words of a sentence may be chosen in accordance with the requirements of good diction, and its parts be so arranged as to violate no rule of grammar, yet force or effectiveness may be lacking. The choice of words and the construction of the sentence should be such as to give the thought the strongest impression of which it is capable.

All that was said regarding *clearness* will apply to *force*, as whatever produces clearness tends to force, but in addition the following suggestions are offered:

1. *Brevity*, which is gained by choosing apt words, and omitting redundant or superfluous expressions; also, by contracting or abridging statements. This must not, however, be carried to the point of rendering the meaning obscure.

2. *Position*. Give the principal words a conspicuous position, so that they may make their full impression. Sometimes, for example, the sense is rendered more forcible by putting the subject at the end of the sentence.

3. *Conjunctions*. Both the repetition and the omission of conjunctions may serve to give force to expressions.

NOTE.—When a deliberate enumeration of particulars which are designed to impress the mind forcibly is used the conjunction is repeated: as, "Such a man might fall a victim to power; but truth, *and* reason, *and* liberty, would fall with him."

On the other hand, when the conjunction is omitted, the mind passes more quickly from one thought to the next: as, "I came, I saw, I conquered."

4. *Contrast.* The force of a statement may frequently be intensified by placing it in contrast or comparison with another: as,—

John is a better writer, but William is a better reader; or, John writes the better but William reads the better.

James may work longer but he does not accomplish more than Henry.

5. *Climax.* Arrange the clauses with a view to climax; that is, so that they shall go on increasing in importance to the last. A general rule in this connection is, that even in short or comparatively short sentences, a weaker assertion, or statement, should not come after a stronger one, and the longest member should generally be the last one.

NOTE.—Other figures of speech, as the simile, metaphor, epigram, irony, etc., are used to give force and variety of style. The student can find them fully discussed in works on rhetoric.

**293. Harmony, or Agreeableness of Sound.**—This is the last and perhaps the least important quality to be considered. Sense should never be sacrificed to sound. A few rules to be observed are:

1. Select the most melodious words.
2. Avoid all disagreeable combinations of sounds.
3. Arrange the clauses with a view to ease in pronunciation, and an agreeable impression upon the ear.
4. Adapt the sound to the sense.

**Exercise 102.**—1. Combine the following statements into three sentences so arranged as to secure unity of thought:

“The buildings are of all sizes and shapes. They seem to have been built one by one as occasion required. They have red-tiled or thatched roofs. The furniture looks as if it had served for generations. The stable and the wood-shed are set in the most convenient place; also the tool-house, the houses for chickens, ducks, and geese, and even the large brick oven. They are set without regard to plan, consequently every nook and corner makes a picture. The floors of the houses are tiles set in squares or diamonds.”

NOTE.—Let the teacher give such additional exercises under this or the following numbers as may be desired.

2. Group the sentences in the following business letter into three paragraphs:

*Gentlemen,*—We have during the past year built a large addition to our factory, No. 27 State St., and have equipped the same with the latest improved machinery in order to supply our constantly increasing trade. Come and see us before purchasing elsewhere. Our vehicles have gained a world-wide reputation and we are now prepared to supply our patrons with a better grade of goods and for less money than any other factory in the state. We cordially invite all our patrons to come and see our new factory and inspect the new machinery which is now running full blast. We have also added to our stock a large supply of all kinds of harness, which we offer at the lowest possible rates. Thanking you for your former patronage, we are, yours respectfully, etc.

3. In the following sentences substitute, for the words in italics, those that express the meaning intended:

- a. The financial depression has *effected* our business *some*.
- b. The traveler *described* some *incredulous* stories.
- c. I remain, yours very *respectively*.
- d. He taught with great *acceptation*.



4. Explain the difference in meaning conveyed by using the several words enclosed in brackets in the following:

- a. His great { knowledge } { wisdom } qualifies him for the position.
- b. It will not be { possible } { practicable } for us to conduct our business on that plan.
- c. The officer spoke { contemptuously } { contemptibly } of his superior.

5. Select the proper word in each of the following sentences. Give reason.

- a. Those are { healthy } { healthful } articles of food.
- b. The sky looks very { funny } { peculiar }.
- c. The first man that { tried } { made } the experiment failed.

6. What words in the following sentences are unnecessary?

a. There is nothing which is more beneficial to a state than a healthy and vigilant public spirit.

b. I went home from the lecture full of a great many new ideas.

c. Hoping that a speedy and amicable arrangement may be made at once, I remain, etc.

7. Simplify the following expressions by substituting shorter words and phrases:

a. We have partaken of our morning repast.

b. For what reason should we get under locomotion at this particular moment?

c. I shall assiduously endeavor to perform with satisfaction to my employer such duties as he may designate.

8. Change the following constructions so as to overcome the ambiguity:

a. Mr. Johnson told Mr. Wilson that the price he had been asking for his property seemed to be higher than purchasers were willing to pay and he asked him if it would not be well to make a reduction.

b. Please excuse Charles for absence from school caused by his mother's sickness which I assure you shall not occur again.

c. Shoes made to order by a first-class shoemaker with patent leather tips, stylish, but inexpensive.

d. Any assistance you may render Mr. Miller by giving him such introductions as will tend to promote his welfare, or otherwise, will be appreciated.

e. I have read your advertisement which I enclose in this morning's Herald for a book-keeper, etc.

f. Last evening I counted 500 stars sitting on our front steps.

9. Make the following expressions stronger by contrast:

Example.—The days diminished in length. The progress of the work increased. = Though the days became shorter yet the work progressed more rapidly.

a. The conditions were unfavorable. The speed of the steamer was unequalled.

b. Our train was an hour late in starting. We arrived 5 minutes ahead of time.

c. Note the strength of the following sentence: "Whatever may be thought of the other contents of this letter, the absolute truth of this last statement is incontestable." Can you make it stronger?

10. Arrange the following sentences in order of climax:

a. "We must fight if we wish to be free, if we mean to preserve inviolate our rights, if we do not mean to abandon the struggle."



b. "I voted for this principle to-day, I shall vote for it in the future, and I have voted for it in the past.

c. "If we think of morals without a stain; of the purest patriotism; of wisdom in the cabinet; of the highest integrity, public and private; of glory in the field,—the august figure of Washington presents itself as the personation of all these ideals."

## LESSON 38.

### SYNONYMS.

**294. Synonyms.**—Many of the words of our language are so nearly alike in sound, spelling, or meaning, that inaccuracy in their use is inevitable with those who do not make a careful study of them.

NOTES.—I. Words alike in sound, such as vane, vain, vein; rain, rein, reign; strait, straight; piece, peace; course, coarse, etc., are confined mostly to monosyllables, and are not difficult to learn thoroughly, as there is but a small number of them in all.

II. The same may be said of words nearly alike in spelling and pronunciation but having marked differences in meaning; as, avocation, vocation; respectfully, respectively; affect, effect; emigrate, immigrate; difference, deference, etc. Mistakes in the use of words of these two classes are considered almost inexcusable.

The design of this lesson, however, is to call attention to another and much larger class of words, known as synonyms.

**295.** A **synonym** is a word which, if not identical in use and meaning with one or more other words, is so nearly of the same signification as to admit, in certain cases, of being used interchangeably with them.

NOTE.—There are very few words in our (or any) language that are in all instances exact equivalents of other words, and only careful study will qualify the student to use synonyms with precision on account of the many close distinctions in meaning that exist. The importance of this knowledge, however, is sufficient to justify diligent and systematic effort to obtain it. There are excellent books to be had on the subject of synonyms which make the knowledge accessible and its acquisition pleasant.

**Example 1.**—We were supplied with  $\left\{ \begin{array}{c} \text{an abundance} \\ \text{plenty} \end{array} \right\}$  of fruit.

The term *abundance* means an overflowing supply. *Plenty* satisfies or fills. As that, however, which fills suffices as much as that which overflows, the terms are sometimes employed promiscuously to represent the same idea; as, a plentiful crop, for, an abundant crop. But this use is confined to familiar expressions; as, a *plentiful* harvest, but, *abundant* cause for gratitude. (See Crabb's English Synonyms, page 671.)

**Example 2.**—We hope that the present  $\left\{ \begin{array}{c} \text{amicable} \\ \text{friendly} \end{array} \right\}$  relations may continue.

Both words denote that good-will which all should bear, one to another; but *amicable* implies rather a freedom from discord, while *friendly* means, in addition, a positive feeling of regard. We speak of an amicable settlement or adjustment, but of a friendly greeting or visit. Our choice, therefore, of the two words in the above sentence should depend upon the idea we wish to convey.

**Example 3.**—The speaker  $\left\{ \begin{array}{l} \text{hastened} \\ \text{hurried} \end{array} \right\}$  to the close of his address.

These words both imply moving forward quickly; but to *hasten* is to proceed with order, system, while to *hurry* denotes disorder, confusion. If the speaker shortened the discourse in a systematic way, keeping to his line of thought, etc., we should say *hastened*; if in a confused, irregular way, *hurried* would express it.

**Exercise 103.**—In the following sentences select the appropriate synonym in each case, or where more than one would be proper to use explain the meaning conveyed by each.

1. The defenders of the besieged stronghold showed great  $\left\{ \begin{array}{l} \text{courage} \\ \text{bravery} \\ \text{fortitude} \end{array} \right\}$ .
2. I  $\left\{ \begin{array}{l} \text{acknowledge} \\ \text{own} \\ \text{confess} \end{array} \right\}$  that I was wrong.
3. Why do you regard him with  $\left\{ \begin{array}{l} \text{distrust} \\ \text{suspicion} \end{array} \right\}$ ?
4. A deadly fire was directed against the advancing lines but the men did not  $\left\{ \begin{array}{l} \text{waver} \\ \text{hesitate} \end{array} \right\}$  for an instant.
5. There seems to be no  $\left\{ \begin{array}{l} \text{distinction} \\ \text{difference} \end{array} \right\}$  between the two cases.
6. There is great  $\left\{ \begin{array}{l} \text{diversity} \\ \text{variety} \end{array} \right\}$  of opinion regarding the matter.
7. It is not my  $\left\{ \begin{array}{l} \text{design} \\ \text{purpose} \\ \text{intention} \end{array} \right\}$  to discuss the question.
8. The association  $\left\{ \begin{array}{l} \text{assembled} \\ \text{convened} \end{array} \right\}$  at 8 o'clock.
9. He looks forward to the result with a feeling of  $\left\{ \begin{array}{l} \text{assurance} \\ \text{confidence} \end{array} \right\}$ .
10. The officer was obliged to use  $\left\{ \begin{array}{l} \text{force} \\ \text{violence} \end{array} \right\}$  in making the arrest.
11. We enjoyed the  $\left\{ \begin{array}{l} \text{rural} \\ \text{rustic} \end{array} \right\}$  scenery and the  $\left\{ \begin{array}{l} \text{rural} \\ \text{rustic} \end{array} \right\}$  manners of the people.
12. History furnishes us with many  $\left\{ \begin{array}{l} \text{examples} \\ \text{instances} \end{array} \right\}$  of patriotism.
13. The writer  $\left\{ \begin{array}{l} \text{confuses} \\ \text{confounds} \end{array} \right\}$  latitude with longitude.
14. Can you  $\left\{ \begin{array}{l} \text{rely} \\ \text{depend} \end{array} \right\}$  on the accuracy of his statement?
15. The witness  $\left\{ \begin{array}{l} \text{refused} \\ \text{declined} \end{array} \right\}$  to answer the question.
16. The public were  $\left\{ \begin{array}{l} \text{deprived} \\ \text{debarred} \end{array} \right\}$  of the right to enter the grounds.

**Exercise 104.**—Distinguish between the following:

- |  |  |
|--|--|
| 1. Error, mistake, and blunder.        | 6. Defect, and fault.                  |
| 2. Enough, and sufficient.             | 7. Contented, and satisfied.           |
| 3. Want, need, and lack.               | 8. Penitence, repentance, and remorse. |
| 4. Praise, commendation, and applause. | 9. Character, and reputation.          |
| 5. Deface, disfigure, and deform.      | 10. Idle, lazy, and indolent.          |

## LESSON 39.

## EFFECTIVE WORDS.

**296. Illustration.**—The following graphic extract from a letter of an American writer is presented as an illustration of a simple and attractive style in which one of the chief elements of force and vividness consists in the effectiveness of single words, many of which are exceedingly apt, the best, perhaps, that could be used.

**Exercise 105.**—1. In the following extract substitute words of your own choosing for those in italics, and note the effect of the change; also reproduce in your own way the thought of some of the sentences or paragraphs, and compare with the original:

"The Columbia is one of the most beautiful rivers in the world. Perhaps one of the things that makes it seem so, is the fact that so few people know it to be the case. Before many years, most likely, its waters will be *churned* by the swift paddles of excursion steamers, villages and factories and saw mills and smelters will *pop* into existence along its banks, its magnificent forests will be swept away and the Columbia will become as well known as the Rhine and the Hudson. I *allude* to that part of the river that flows through British territory, for the lower reaches of the stream are familiar enough by this time. *Bursting* out of the earth as a *full* river, and navigable within a few rods of its source, it *takes an impetuous way* to the northward, flowing between the Rockies and the Selkirks, then, turning *sharply* south, between the Selkirks and the Gold range, it descends into our country, *foams* through the Dalles, then turns westward and *rolls in state* to the sea.

The steamers that *ply* up stream from Golden and down from Revelstoke do not *promise* much to the eye, but they are more comfortable than they look, and so long as you have a clean berth with plenty of *cover* at night, a lamp to read by and enough to eat, you are doing well. While the *propulsive* power is a large, old fashioned wheel at the stern, that *throws* a cloud of spray behind it and that is *rimmed* with rainbows in the morning, the *pace* is not much behind that of our side wheel boats.

Though *apprised* by the trembling of the timbers that the steamer was under *way*, for the captain starts as soon as there is light enough, either of *dawn* or *moon*, to see the way clear, as no *gleam* came through the window I did not turn out until it was *manifestly* day. Then, going on deck, I found that the boat was near the upper of the two *expansions* known as the Arrow lakes, in water as smooth as a mill pond and that reflected the landscape like a mirror. *Fancy* the Hudson, with the Catskills *pressed* to the edge of the water, with *glimpses* of snow peaks over the tops of the nearer mountains, with occasional valleys opening a magnificent *perspective* of Alps, with a huge forest *clothing* the hills to timber line, with stony caps and crags *jutting* into the *flood*, with little beaches where a boat could be drawn up, but with *never* a house or hut or tent, and you have the Columbia."

The morning had dawned cold and crisp and clear, and as the sun *peered* over the Selkirks the rosy light on the glaciers *paled* to silver and the *russet* mists grew pink, then white, then vanished altogether. Inaccessible *wastes* of rock and snow *loomed* on the western side, and on the east a bare mountain rose from the river's edge in one immense *slant* to a *betling* peak higher than Mount Washington and *splashed* with snow about the top. Two or three sharp *twists* among an archipelago of sand spits and islands were necessary in *keeping* to the channel, and in some places the way was so narrow that the need of going through by daylight was *obvious*.

2. Select some of the most effective words in the following sentence:

"Those who visited the Columbian Exposition carried away with them vivid memories of minarets and spires piercing the heavens; of vast bubbles of glass and iron swinging in air; of acres of floor crowded with wonders of mechanism; splendors of art, and displays of the genius and energy of man in every conceivable field of effort.

3. In the following narrative:

a. Note the easy, natural style of expression, the short sentences, and the small number of long words.

b. Read the selection once or twice and try to fix the circumstances (not the words) in the memory. The following day write in your own words as accurate an account of the incident as you can. Lay it aside till the next day and then after reviewing it and improving it as far as possible, compare with the original.

"It was a great festive day in Vienna. Crowds of gayly dressed people were thronging to one of the main parks of the city. The rich and poor, high and low, good and bad, all mingling together, were intent on enjoying the great festival. At this time also, many who had been unfortunate—cripples, beggars and blind people—took occasion to better their condition by appealing to the charities of those who had been more favored. Among others of this class was an old crippled soldier, who walked slowly along, carrying under his arm an old violin. He took his place under a large oak tree where the crowds of people would have to pass, hoping to gain a little help by the music which he might make, or the sympathy he might excite. He presented a forlorn looking picture which reminded one that the saying, 'Young soldier, old beggar,' had in his case been true. He was accompanied by his dog, which was almost as emaciated as himself. He had taught him to hold an old hat between his teeth to catch what any one might wish to give.

The old man began to play, and eagerly watched the crowd to see if some one would not drop into the hat a piece of money, but no one seemed to notice him. Still he kept on, till it was nearly sunset. He became very tired. His hand was no longer able to hold the violin. There was a stately gentleman standing behind the old tree, unnoticed by the old man, who had been listening attentively to the music. He now came out and asked the beggar to let him take the violin. He examined it closely, found it to be a fairly good one, and began to tune it. Under his skillful fingers its tones became smooth and clear. The old man was filled with amazement, and thought he heard angelic voices singing.

Crowds began to gather around, spellbound by the wonderful music. The stranger told the old man to take the hat. Money began to pour in. The old man emptied the hat into a sack, and again it was filled. The sun sank in the west; the evening shades began to gather; the atmosphere became damp; and still the crowd stood, watching the strange gentleman and listening to the sweet music. Suddenly he struck up the national hymn of 'Austria.' Hundreds of voices joined in the song. He then laid the violin in the palsied hand of the beggar, lifted his hat, and disappeared as suddenly as he had come.

The crowd began to ask, 'Who is he?' but the old man only said, 'I know not, but God sent him.' A man stepped from the crowd and said: 'He is the great violinist, Boucher, and now, in honor of him and because of our neglect, let us take another collection.' He took the hat, and immediately the people began to give; some gold; some silver; others copper, as each had been moved by the music or the kind-hearted act of the great violinist.

There were two happy men in Vienna that night; the beggar, because of his wealth, and Boucher, because he had shown his love for his fellow-man."—*Incident in the life of Boucher, the great violinist.*



## LESSON 40.

## THE PARAGRAPH.

**297.** A paragraph may consist of but one sentence, but it is usually a group of sentences relating to the same topic and marked by beginning the first word on a new line a little to the right of the marginal space. The separation of topics into paragraphs enables the reader to grasp the thoughts presented easily, and makes reference to any given part of the writing convenient. For example, the following letter can be much more readily comprehended and referred to when arranged in the form of No. 2:

1. *Dear Sir,*—We have just purchased the 20,000 acres of pine and hemlock timber land owned by L. E. Lyle & Son, of Cumberland, with all mills and machinery complete, which places us at the very head of the lumber industry in the state of Pennsylvania. You have always favored us with a fair share of your patronage, but we now intend to make it to your interest to purchase all your goods in our line from us, as you will see by our enclosed price list which allows 15 per cent discount from our cash list of the 20th ult. You are probably aware that we have recently placed new machinery in many of our mills, and can now offer you the finest quality of cut shingles and lumber at the price which is generally asked for inferior grades of sawed stock. We are also making a drive on hard wood timbers for large buildings, and can furnish them in all sizes at prices lower than ever before. We would be pleased to have you call and examine our works, and, should you want any special stock, we will try to obtain it for you. Awaiting further favors, we remain,

Yours respectfully,

2. *Dear Sir,*—We have just purchased the 20,000 acres of pine and hemlock timber land owned by L. E. Lyle & Son, of Cumberland, with all mills and machinery complete, which places us at the very head of the lumber industry in the state of Pennsylvania.

You have always favored us with a fair share of your patronage, but we now intend to make it to your interest to purchase all your goods in our line from us, as you will see by our enclosed price list which allows 15 per cent discount from our cash list of the 20th ult.

You are probably aware that we have recently placed new machinery in many of our mills, and can now offer you the finest quality of cut shingles and lumber at the price which is generally asked for inferior grades of sawed stock. We are also making a drive on hard wood timbers for large buildings, and can furnish them in all sizes at prices lower than ever before.

We would be pleased to have you call and examine our works, and, should you want any special stock, we will try to obtain it for you.

Awaiting further favors, we remain,

Yours respectfully,

**Exercise 106.**—Paragraph the following letters:

1. *To Our Patrons,*—We would respectfully call your attention to our largely increased facilities for turning out a superior quality of drop forgings and castings. We have just completed erecting a large trip hammer of the very latest design, also the manufacture of a complete set of dies for the forgings usually used in the manufacture of agricultural implements. We have also secured the services of Mr. Alex. McInnis, lately an employee of the Carnegie Steel Co., of Pittsburg, as foreman of our Forge Department. We have this day completed arrangements whereby we control the entire output of the Toby Valley Furnace Co., thus securing the best pig iron on the market to-day. Hoping to receive a continuance of your favors, we remain, etc.

2. *Dear Sir*,—I regret very much having to inform you that I cannot ship order for goods which you placed with me on the 15th inst. and which was to be shipped by May 20. Owing to the dull times of a few months ago I was obliged to cut down my help to a very few men. The discharged men sought employment elsewhere, and those who were unable to find work have left the place, so it has been nearly impossible to procure skilled workmen. I am getting my mill in running order again as fast as it is possible, and will be able to ship your order within thirty days of the time before promised. I would like to have you advise me as to your order, and if you wish to leave it I will, owing to the delay, be pleased to extend the regular terms of credit thirty days.

Yours respectfully,

**298. Expansion.**—As an aid to clear writing, when what is to be presented contains many particulars which it is important to arrange and express in the most effective manner, the plan is suggested of first making an outline of the points to be covered, to be expanded afterwards as may be desired.

**Example 1.**—*Dear Sir*,—Letter received.

Reply would say collections slow for some months. Held note due 16th. Relied on payment. Postponed writing. Hoped to remit. Note returned protested.

Business, our line, depressed. Obligated to ask for time. Expect to remit fifteen days. Sooner if possible.

Yours truly,

**EXPANSION.**—The above outline might be expanded as follows:

*Dear Sir*,—Your letter of the 25th inst. was duly received.

In reply would say that collections have been very slow with us for some months back. We held a note falling due on the 16th inst., relying on the payment of which we postponed writing you in hopes that we would be able to make a remittance in full of account on that day, but the note has been returned to us protested.

In view of the continued depression in our line of business we are obliged to ask for an extension of the term of credit on our account. We now expect to be able to remit in at least fifteen days, and will make every effort to do so before that time.

We are,

Yours truly,

**Example 2.**—*Dear Sir*,—We request hold order fall goods till 5th. Our Mr. Green can call.

Believe it to your advantage. Our groceries purest, highest grade. Prices below inferior goods elsewhere.

Special inducements in spices. Also teas and coffees. Prices lower than last year's.

Appreciate past favors. Hope for continuance.

Yours respectfully,

**EXPANSION.**—*Dear Sir*,—We earnestly request you to hold your order for fall goods, if possible, until our agent, Mr. Green, can call upon you, which will be about May 5th, and show you what we are offering.

We believe it will be to your advantage, as our groceries are of the highest grade of excellence and purity, and we are now offering them at less than inferior goods are sold for by other firms.

We have bought the entire production of the large spice mills of Craig & Sons, and can offer some special inducements in that line. Our agent will also show you samples of the finest teas and coffees we have ever handled, which we are able to sell at even lower rates than our moderate prices of last year.

Appreciating your favors of the past, and trusting that we may merit a continuance of them, we are,

Yours respectfully,



**Exercise 107.—1.** Make an outline of the main points in the following letter:

*Dear Sir,*—Your favor of the 4th inst. received, and in reply would say it was not my intention to neglect answering your former communication. I have been unable to make collections as anticipated, and have been putting off writing to you, expecting I would be able to remit before this.

The failure of Jones & Co., of Boston, Mass., has further embarrassed me, and I am compelled to ask for an extension of ten days on my account. I can say for a certainty that I will be able in that time to pay my account in full.

Trusting this explanation will prove satisfactory, I remain,

Yours truly,

2. Construct a letter from the following outline:

*Dear Sir,*—Sincerely regret to inform. Furnace has become burnt and defective. Work delayed. May not complete order for three weeks. Expect to advise definitely when we hear again from you.

Shall we send iron already wrought, according to directions? Nearly two-thirds of order.

Please advise particularly as to filling order. If possible to accommodate shall be glad to have opportunity.

Trusting unavoidable delay no serious inconvenience. That explanation may prove satisfactory, we are,

Yours truly,

## LESSON 41.

### PARAPHRASING.

**299.** A **paraphrase** is a statement in one's own language of the thought contained in a statement made by some one else.

**300.** Paraphrasing is excellent practice in language, as it teaches one to observe more closely than he would otherwise do the strength and excellence of the passage he tries to reproduce. To paraphrase well one should read the passage not so much to get the meaning of individual words in it as to get the thought expressed by the whole.

**NOTE.**—We should not try to paraphrase by simply substituting different words here and there, but by changing the construction and choosing a style of expression original with ourselves. Of course, we may often find it impossible to improve upon, or even equal the passage we try to paraphrase, especially to be as brief and simple, but that should not discourage us from trying. We must remember that the one who expresses a thought first has the greatest choice of style and language at his disposal.

**Example 1.**—"It is true that but few people can read an article in a newspaper in a style which engages the attention of their hearers."

If we should try to paraphrase this sentence in the way in which the first line of the note above suggests we should not, and should look into our dictionaries for the meanings most appropriate to the words used in the example, the result would probably be some such stupid production as the following:

PARAPHRASE I.—It is conformable to fact that only not many persons are able to utter aloud a discourse in a public print that circulates news in a manner which attracts the consideration of their auditors.

If we tried to paraphrase it as suggested in the second line of the note we might get it something like this:

PARAPHRASE II.—It cannot be denied that the ability to read a newspaper article in a way that interests their hearers is possessed by but few people.

Can you paraphrase it in another way? Try. Commence with the word *that*.

Example 2.—“A true man while away from his own country is peculiarly careful to bear himself in a manner worthy of a citizen of the commonwealth which he represents.”

PARAPHRASE.—The peculiar care which a foreigner takes to worthily represent his native commonwealth shows whether or not he is a true man.

Paraphrase differently.

Example 3.—“Illegible writing is considered by some people one of the marks of a superior mind.”

PARAPHRASE.—Some persons think that one of the indications of mental superiority is the ability to write a hand that cannot be read.

Give another paraphrase.

**Exercise 108.**—Paraphrase the following:

1. It is a far better thing to find other great people than to become great yourself.
2. We think ourselves obliged on this occasion to testify that your charities have been most faithfully applied to the purpose for which they were intended.
3. Those who fail to get an education when they can will wish to do so when they cannot.
4. It cannot be too strongly asserted, and it can hardly be too often repeated in the discussion of this subject, that no dictionary can teach the proper way of speaking English.
5. *Gentlemen*,—We regret to say that your order of the 16th inst. for 30 roller-top desks and 100 dozen dining room chairs cannot be filled by May 1st as agreed.

We have been delayed in our business by a two weeks' strike of the men in the finishing department, consequently we could fill no orders in that time. We have now resumed work and can fill your order by the 15th of May. Please advise us in the matter.

We trust that the delay will cause you no serious inconvenience, and assure you that we will endeavor to please you should you now advise shipment.

Awaiting your favor, we are,

Yours respectfully,

6. *Dear Sir*,—In anticipation of a heavy freight traffic this coming season we have built two new steamers. These, in addition to the one built last year, and the three the year before, give us the credit of having the finest transportation line on the lake.

These steamers will be run with the utmost regularity possible, and at such times as will best accommodate our patrons. We will send you schedule of trips in a few days.

We especially solicit shipments of fruit, live-stock and produce, as our fast boats will give quick delivery to cities on Lake Ontario. All freight will receive the most careful handling and attention, and everything will be done that we may deserve your future patronage.

Yours respectfully,

7. *Gentlemen*,—You are aware that our bills have heretofore been settled promptly, and our intentions were equally good in this case, but, as you know, on Jan. 1st we purchased the entire stock of Mills Bros., the business to be carried on jointly with our own. We did not have the ready cash to pay for this large stock, but trusted to our collections, on goods already sold, to cover the note which we gave them.

Owing to the hard times our collections have been very small and those of our Western house have been even smaller, so that all of our ready cash has been banked to meet this note, which has caused us great anxiety. We hoped, from day to day, that matters would brighten so that we could see our way clear to spare the \$3000.00 which your bill calls for, but we have been unable to do so, and now make you the following proposition: That we send you our note, with interest, from the time your bill became due.

Hoping you will appreciate the difficulties with which we have had to contend, and return a favorable answer, we remain,

Yours truly,

8. *Gentlemen*,—Knowing that your extensive business must require a large amount of advertising, we desire to call your attention to the advantages the *Daily Courier* is offering business firms.

We have a large and constantly increasing subscription, which gives a circulation of great value to the advertiser. Our paper is also placed in many public reading rooms, thus increasing its value as an advertising medium. We have every facility for doing the best work in this line. Our rates are reasonable, and we make special terms to parties contracting by the year. As we have room for only a limited number of advertisements, we insert only those of reliable firms.

Hoping you will give this favorable consideration, we are,

Respectfully yours,

---

## LESSON 42.

### PUNCTUATION.

**301. Punctuation** is the art of pointing written or printed compositions. Its chief office is to show more clearly the meaning intended.

It has become a recognized principle that punctuation is as much a matter of taste and judgment as of rigid rule; and while certain rules are positive, and to be followed absolutely, much is to be left to the discretion of the author.

The fashion changes in punctuation as in everything else. The tendency of the present day is to free or open punctuation, which is characterized by the avoidance of all pointing not clearly required by the construction. In some cases, as in certain legal papers, title pages, etc., punctuation is wholly omitted.

The principal marks used in punctuation are the following:

Comma .....	,	Interrogation .....	?
Semicolon .....	;	Exclamation .....	!
Colon .....	:	Parenthesis .....	( )
Period .....	.	Dash .....	—
Quotation marks .....			

**302. The Comma.**—Commas are properly used to present to the eye the proper grammatical construction of the sentence. They are used for the separation of clauses, to mark parentheses, and to separate words where several are used in the same construction, or wherever they help to show the exact meaning of the writer.

**Rule I.**—Words used in a series in the same construction are generally set off by commas: as,—

“Industry, honesty, frugality, and temperance are among the cardinal virtues.”

**EXCEPTION.**—The comma should be omitted when the conjunctions are expressed: as,—

“Let us try to enrich and purify and ennoble our minds.”

**NOTE.**—Two or more words are of the same construction when they have a common dependence on some other term.

**Rule II.**—Pairs of words of the same part of speech are separated from other pairs in the same series by commas: as,—

“The dying man cares not for pomp or luxury, palace or estate, silver or gold.”

**Rule III.**—Words or phrases contrasted with each other, are separated by commas: as,—

“We live in deeds, not years; in thoughts, not breaths; in feelings, not in figures on a dial.”

**Rule IV.**—Words and phrases in apposition, also words and phrases used independently, are set off by commas: as,—

“Newton, the great mathematician, was very modest.”

“We, the people of the State of New York, in convention assembled,” etc.

“His father being dead, the prince ascended the throne.”

“Now, sir, what is your conclusion?”

**Rule V.**—Parenthetical words, phrases, and clauses should be separated by commas from the rest of the sentence: as,—

“Napoleon was, unquestionably, a man of courage.”

“Generally speaking, an indolent person is unhappy.”

“Prudence, as well as courage, is necessary to overcome obstacles.”

“The Romans, who conquered Greece, were brave men.”

**NOTE.**—If the relative clause is *restrictive*, no comma should be used: as, “The man who is honest will be trusted.”

**Rule VI.**—A comma is used before *or*, when it introduces an equivalent, an explanatory word, or a phrase defining the author’s meaning: as,—

“The skull, or cranium, protects the brain.”

**Rule VII.**—In compound sentences, when the verb is expressed only in the first clause, and understood in all the others, a comma takes its place: as,—

“Reading makes a full man; conversation, a ready man; writing, an exact man.”

**Rule VIII.**—When a transposition occurs, so that an adjunct or a clause, which would naturally follow a verb, is introduced before it, a comma is generally required: as,—

“To obtain an education, he was willing to make sacrifices.”

**Rule IX.**—Quotations, passages resembling them in form, and observations in general, when short and not formally introduced, are set off by commas: as,—

“It was Bion that first said, ‘Know thyself.’”

“‘The book of Nature,’ said he, ‘is open before thee.’”

“I say unto all, Watch.”

**Rule X.**—Independent clauses, when short and closely connected, should be separated by commas: as,—

“Science tunnels mountains, it spans continents, it bridges seas, and it weighs the stars.”

**Rule XI.**—A word emphatically repeated is generally set off by a comma: as,—  
“Happy, happy, happy child.”

**Rule XII.**—The principal parts of the heading, address, conclusion, and superscription of a letter should be separated by commas: as,—

BOSTON, Mass., July 11, 1894,

MR. J. H. WILLIAMS,

190 James St.,

Philadelphia, Pa.

Dear Sir,—

Yours respectfully,

ROBERT BLAIR.

**303.** The **semicolon** is used to separate parts of a sentence less closely connected than those separated by a comma.

**Rule I.**—Members of sentences subdivided by commas, unless very closely connected, should be separated by semicolons: as,—

“Mirth should be the embroidery of conversation, not the web; and wit the ornament of the mind, not the furniture.”

**Rule II.**—Clauses and expressions in a series, having a common dependence upon another clause, are separated from each other by a semicolon, and from the common clause by a comma and dash: as,—

“If we think of glory in the field; of wisdom in the cabinet; of the purest patriotism; of the highest integrity, public and private; of morals without a stain; of religious feelings without intolerance and without extravagance,—the august figure of Washington presents itself as the personation of all these ideals.”

**NOTE.**—Where the comma can serve the purpose formerly effected by the semicolon, the present tendency is to give the preference to the comma.

**Rule III.**—A semicolon should be placed between the members of compound sentences, unless the connection is very close: as,—

“You may quit the field of business, though not the field of danger; and though you cannot be safe, you may cease to be ridiculous.”

**NOTES**—I. The connective is sometimes omitted: as, “The miser grows rich by seeming poor; the extravagant man grows poor by seeming rich.”

II.—When the clauses are short and the connection is close, a comma may be employed: as, “Simple men admire the learned, ignorant men despise them.”

**Rule IV.**—A semicolon should be placed before an enumeration of particulars, when the names of the objects are given without any formal introductory words or accompanying description: as,—

“To Greece we are indebted for the three principal orders of architecture; the Doric, the Ionian, and the Corinthian.”

**304.** The **colon** is the intermediate point between the Semicolon and the Period.



**Rule I.**—When a clause is followed by an additional remark or illustration, especially if no connective is used, the colon is employed: as,—

“Avoid evil doers: in such society an honest man may become ashamed of himself.” “Yes, sir: it has been attended to.”

**Rule II.**—A colon is used before a direct quotation: as,—

“In his last moments he uttered these words: ‘I fall a sacrifice to sloth and luxury.’”

NOTES.—I. When the quotation is long, or begins a new paragraph, the colon may be followed by a dash: as, “The cloth having been removed, the president rose and said:—

‘Ladies and gentlemen, we have assembled,’” etc.

II.—If the quoted passage is introduced by *that*, or if it is short and introduced in the middle of a sentence, a colon is not admissible before it: as, “Bion’s favorite maxim, ‘Know thyself,’ is worth whole pages of good advice.”

**Rule III.**—The connectives, *to wit*, *namely*, *as*, introducing an example, are generally preceded by the colon: as,—

There are three kinds of street cars: namely, horse, cable, and electric.

**305.** The **Period** denotes the greatest degree of separation.

**Rule I.**—Put a period after every sentence that is not interrogative or exclamatory.

“Worth makes the man, the want of it the fellow.” “Be true to thyself.”

**Rule II.**—A period is used after every abbreviated word not written or printed with the apostrophe; and where two letters are used for two separate words, each letter should have a period after it.

Acct. bu. Dec. mdse. cont’d i. e. C. O. D. s. d.

**Rule III.**—A period is used after a title or heading, and after the date, address, and signature of a letter; also, at the end of the address on an envelope or label: as,—

New Complete Bookkeeping. Chapter IV. New York, Jan. 4, 1893. Marshall Field, Chicago, Ill. Robert Rutter.

**Rule IV.**—The period is used to set off decimal numbers from whole numbers; also, before figures, to show that they constitute a decimal and not a whole number: as,—

375.05, \$264.15, .045 mile.

**306.** The **interrogation** point is placed after every direct question: as,—

Who got the position? Where does he live? What is the price of wheat?

NOTES.—I. When each of the interrogative parts of a sentence requires a distinct answer, the interrogation point is placed after each of the parts: as, What is civilization? Where is it? Where does it commence? Where does it end?

II.—When only one answer is needed, or where the question is not complete before the end is reached, the comma or semicolon is used within the sentence, and the interrogation point at the end: as, Did he win, or lose? Was he their bookkeeper, their cashier, or their manager?

**307.** The **Exclamation.**—**Rule I.**—An exclamation point must be placed after every exclamatory sentence, member, clause, and expression: as,—

“How it rains!” (Exclamatory sentence.)

"The clock is striking midnight; how solemn and suggestive the sound!" (Exclamatory member.)

"Unhappy man that I am, what have I done!" (Exclamatory clause.)

"How sad!" (Exclamatory expression.)

**Rule II.**—An exclamation point should be put after every interjection except *O*: as,—

Oh! Ah! Hark! Ha! Alas! Pshaw!

**NOTE.**—Observe the difference between *O* and *oh*. The former is used only before the names of objects addressed or invoked, is not immediately followed by an exclamation point, and must always be a capital; the latter is used by itself to denote different emotions of the mind, has an exclamation point after it, and begins with a small letter except at the commencement of a sentence.

**308.** The dash is used to mark some kind of break or interruption.

**Rule I.**—A dash is used to show a sudden change in the construction or sentiment: as,—

"The heroes of the Revolution—how do we regard their memory?" "She was beautiful—in her own opinion."

**Rule II.**—A dash is used to mark a rhetorical pause or a suspension of the voice for effect: as,—

"Men will wrangle for religion, write for it, anything but—live for it."

**Rule III.**—A dash is used to denote the omission of letters, figures, and words: as,—

Mr. B—n. 1894-5. Here comes—.

**Rule IV.**—A dash is sometimes used to mark the transition from a succession of particulars to some emphatic general expression which includes them all.

"He was witty, learned, industrious, plausible,—*everything* but honest."

**NOTE.**—The dash is sometimes used before and after a parenthetical clause. Formerly the dash was used more frequently for this purpose than at present, and the tendency is to a less frequent use of it.

**309.** The parenthesis is used to enclose an explanatory word or phrase or other matter not strictly belonging to the sentence: as,—

The vapor of water (steam) upon cooling becomes a liquid.

A. M. (*Artium Magister*) Master of Arts.

His manner of writing (i. e. his style) is very pleasing.

**310.** Brackets are used to enclose words, phrases, and clauses explanatory of what precedes them; also to correct an error or to supply an omission: as,—

They [the electric cars] are very fine.

Do you know if [whether] he is at home.

Paris [Ky] Jan. 5, 1895.

**311.** Quotation marks are used to indicate a passage taken from another author, or anything said by a speaker when it is given in his own words.

**Rule I.**—A direct quotation should be enclosed by quotation marks: as,—

"Trade, like a restive horse, is not easily managed."

Mr. Jones arose and said: "I am satisfied that he is an honest young man and that his accounts will be found correct."

**Rule II.**—When one quotation is embraced within another, the contained quotation has single marks: as,—

“It was what teachers call a ‘hard day’ in school.”

**Rule III.**—Titles of books, pictures, or newspapers, etc., should be quoted: as,—

“Washington and His Generals.” “The Youth’s Companion.” “The Horse Fair.”

**NOTES.**—I. Where the title of the book, etc., is well known, or is abbreviated, and also where it is used in a tabulated list, as in catalogues, advertisements, etc., the quotation marks are usually omitted.

II. Sometimes, as in newspapers, magazines, etc., when reference is made to a periodical, the title is printed in a different style of type from that used for the regular reading matter: as, “The reference to the *Herald* in yesterday’s TRIBUNE was,” etc.

**312. Additional Marks.**—Some of the other marks used in punctuation are the apostrophe, the hyphen, and the caret.

**313. The apostrophe (’)** is used to denote the omission of a letter or letters in a word; also the omission of the century in dates when the century is understood: as,—

*Don’t* for *do not*. *I’ve* for *I have*. *’tis* for *it is*.

The winter of ’94. Dec. 25, ’94. 1894, ’95, ’96.

**314. The hyphen (-)** is used between compound words which have not by usage become single words; also at the end of a line where words are necessarily divided: as,—

Vice-president, mother-in-law, steam-engine, ninety-five.

**NOTES.**—I. Words necessarily divided at the end of a line should be divided only at the end of a syllable.

II.—In dictionaries and some spelling-books the hyphen is used between the syllables of words to aid in showing the proper pronunciation.

**315. The caret (^)** is used to indicate that one or more letters or words have been omitted and afterwards interlined: as,—

m		to
Gramar.	He is bound	succeed.
^		^

#### USE OF CAPITALS.

**316. A capital letter** should begin—

1. The first word of every sentence.
2. All proper nouns, and adjectives derived from them.
3. Titles of office, honor, and respect.
4. Every line of poetry.
5. The name of a thing personified.
6. Every quotation forming a sentence, and every direct quotation introduced into a sentence.
7. The initial letter in all words denoting the Deity should be a capital.
8. Capital letters should be used for the pronoun *I* and the interjection *O*.

9. Begin with a capital every noun, adjective, and verb, in the titles of books and headings of chapters.

10. The names of the months of the year and the days of the week should begin with capitals.

NOTE.—Use a small letter when in any doubt as to the propriety of using a capital.

**Exercise 109.**—Write all the words of the following list requiring capitals in one line, and all the others in another line:

ohio, state, chicago, france, bostonian, country, england, boston, milton, river, girl, mary, hudson, william, britain, miltonic, city, englishman, messiah, platonic, america, deity, bible, book. plato, christian, broadway, jehovah, christ, british, easter, europe, man, scriptures, god.

**Exercise 110.**—Give reasons for the capitals in the following words:

Long Island, Good Friday, Mount Vernon, Suspension Bridge, New York City, Harpers Ferry, Cape May, Bunker Hill, Red River, Lake Erie, General Jackson, White Mountains, River Thames, Astor House, Steamer Drew, North Pole.

**Exercise 111.**—Re-write, punctuate, and use necessary capitals:

1. in what state is mount washington
2. Baltimore is an american City
3. The territory of alaska was bought of russia
4. Address your letter to j p jones new brunswick n j
5. send me a copy of pickwick bound in Calf
6. i intend to go south in march
7. Monday tuesday and friday are Days of the week
8. composition Sets the sentence off Clearly from others and Views it as distinct from Them
9. The Ideal history of english literature like the Great american novel is always to Be written
10. in the dial of nov 16 appeared an Extended Review of the life and Inventions of thomas Alva edison By w k l dickson And antonia Dickson
11. dr bryant in his discussion of the american scheme of State education says
12. Teaching the Children of n y City is a serious business says stephen H olin in the educational Review
13. the chicago Board of education will transfer its Offices from the City hall to the schiller Theatre building
14. The united States is but little behind Great britain as a Coal producing Nation
15. a b dr lb l l d p o eng aa p m oz i e viz ill dol per cent col hon m c
16. an Eminent Writer says talent knows what to do Tact how to do it
17. The Mandates of god must be obeyed
18. o Balmy Spring o day of dear Delights
19. The Ways of providence are Concealed from man
20. emporia kansas july 4th 1887
21. dr williams cincinnati ohio
22. h d gunn m d chicago ill
23. The ohio river the rocky mountains the atlantic ocean lake michigan and niagara falls are names familiar to every american citizen.
24. The north the south the east and the west are four grand divisions of the u s
25. hail holy light offspring of heavens first born
26. sing heavenly muse
27. He Dare not Touch a hair of cataline
28. Awake Arise or be forever fallen
29. Today if You Hear His voice harden not your Hearts.

30. Punctuate the following in two different ways in order to bring out a difference in meaning: "I said he is a scoundrel it is true and I am sorry for it."

31. the Weather bureau of the United states is now under the control of the department of agriculture

32. The large fleet of vessels engaged in Cod-fishing on the Grand banks of nova Scotia is chiefly from Massachusetts

33. the rhine and The danube are connected by a Canal thus forming an unbroken waterway from the north Sea to the Black sea

34. we heartily Welcome supt Albert marble now of omaha lately of Worcester mass to the west

35. We are glad to learn that the executive Committee of the kansas State teachers association has secured judge Andrew S draper president of the university of Illinois to deliver a Lecture at the december meeting.

**Exercise 112.**—*Abbreviate* the following:

- |                   |                 |                |                       |
|-------------------|-----------------|----------------|-----------------------|
| 1. Connecticut,   | 16. California, | 31. county,    | 46. Numeral (number), |
| 2. captain,       | 17. colonel,    | 32. credit,    | 47. Pennsylvania,     |
| 3. Kansas,        | 18. Delaware    | 33. East,      | 48. saint,            |
| 4. Massachusetts, | 19. England,    | 34. north,     | 49. street,           |
| 5. Michigan,      | 20. esquire,    | 35. south,     | 50. Vermont,          |
| 6. Minnesota,     | 21. Friday,     | 36. Doctor,    | 51. Virginia,         |
| 7. Mississippi,   | 22. General,    | 37. debtor,    | 52. January,          |
| 8. Nebraska,      | 23. George,     | 38. Georgia,   | 53. February,         |
| 9. Oregon,        | 24. governor,   | 39. Junior,    | 54. March,            |
| 10. Professor,    | 25. Honorable,  | 40. Kentucky,  | 55. April,            |
| 11. Tennessee,    | 26. Illinois,   | 41. Louisiana, | 56. August,           |
| 12. Thursday,     | 27. Indiana,    | 42. Maine,     | 57. September,        |
| 13. Alabama,      | 28. Wednesday,  | 43. Maryland,  | 58. October,          |
| 14. answer,       | 29. Wisconsin,  | 44. Mister,    | 59. November,         |
| 15. Arkansas,     | 30. Company,    | 45. Master,    | 60. December,         |



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*WILLIAMS & ROGERS SERIES*

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BUSINESS AND SOCIAL

CORRESPONDENCE.

A TEXT-BOOK

FOR USE IN

ALL SCHOOLS IN WHICH THE SUBJECT IS  
TAUGHT.

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REVISED.

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NEW YORK . . . CINCINNATI . . . CHICAGO  
AMERICAN BOOK COMPANY

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W. P. 9

## PREFACE.

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The text-book on correspondence of which this is a revision, treated the subject somewhat briefly, and was devoted entirely to business letter writing. The favorable reception accorded that work, the increasing interest manifested in the subject as a branch of study, and the apparent necessity for a more comprehensive text-book, so constructed as to be desirable for class use, have led to the preparation of this work.

The advantages claimed for it are: new and valuable information and instruction in business letter writing are presented; the subject of social correspondence has been given proper attention; the arrangement of the material, and the number, variety and character of the exercises, make it more convenient and valuable for the teacher's use.

Some of the subjects treated are not to be found in any other work of this kind, and the statements made regarding the various phases of correspondence have received the indorsement of experienced correspondents, whose judgment has been sought with a view to obtaining the latest and most practical ideas and customs.





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DIAGRAM OF THE PARTS OF A LETTER.

The diagram illustrates the structure of a letter within a rectangular frame. It features several horizontal dashed lines that define different sections. The labels and their positions are as follows:

- Heading.**: Located at the top right of the letter area.
- Address.**: Located on the left side, below the heading section.
- Salutation.**: Located in the center, below the address section.
- Body of letter.**: This label appears in three locations: once to the right of the salutation, once in the middle of the main body, and once below the main body.
- Paragraph line.**: A vertical label on the left side, indicating the start of a new paragraph.
- Marginal line.**: A vertical label on the far left side, indicating the edge of the letter.
- Complimentary closing.**: Located at the bottom center of the letter.
- Signature.**: Located at the bottom right, below the complimentary closing.

## INTRODUCTION.

---

It is generally conceded that the subject of business correspondence should receive a greater share of attention in the schools of our country than is usually devoted to it, a necessity resulting from the requirements demanded of the young men and women called upon to fill positions in the business world. It is also desirable that young people should acquire a pleasing style in their social correspondence, hence both parts of the subject are treated in these pages.

Few young people appreciate the value of the ability to write creditable business and social letters. It is the opinion of those whose opportunities for forming judgment have been most favorable, that a man's habits, qualifications, and qualities in general as a business man, may be estimated with fair accuracy upon no further knowledge of him than may be obtained from familiarity with his business letters; and it may be as truthfully asserted that his social correspondence furnishes an index to his bent of mind and general character. Since a large portion of the business of the world, and much of the friendships of life, are maintained only through the medium of letters, it would appear that it can be no more important to cultivate the ability to transact business and to preserve friendships in personal life than to cultivate such powers in correspondence; and the fact that a man's correspondence is in a measure shaped by his habits, previously formed, and that, on the other hand, his habits are controlled and improved by cultivating care in his correspondence, adds force to this opinion.

Although the subject of correspondence is broad and comprehensive, there is no good reason for hesitation in making it a part of the course of study in our schools. Experience has demonstrated that as great a degree of success may attend rightly directed effort to instruct in this subject as in any other; and it is believed that no other branch of study will be productive of more real, practical benefit to the student, in proportion to the amount of effort expended upon it, than the study of correspondence.

While it may be true that the great diversity in business necessitates widely different lines of correspondence, it is also true that in all correspondence certain fundamental principles hold good; and if a general foundation can be laid, the student will much more readily work into any particular line of correspondence that may be required of him than if he had not received any instruction; and it is unreasonable to suppose that, because of this diversity in business, the student may not be instructed in correspondence as successfully as he is now instructed in book-keeping.

It is the aim of this work, not only to furnish information for the student in letter writing, but to suggest to the teacher a method of presenting the subject, which, of course, may be altered or modified to suit the needs of his pupils.

After the student has been led to understand the importance of the subject, has been instructed regarding the materials to be used, and has received such other general information as he may need in a preliminary way, the form and parts of a

letter are explained and illustrated, so that his subsequent work upon letters will confirm him in correct habits of form at the same time that he is learning the art of expression. When he is ready to take up letter writing proper, it is suggested that he be given at the outset, if possible, some subject with which the teacher may find him familiar. This plan is more likely to secure the student's interest at the start than if he were assigned work without reference to his previous knowledge of the subject. Thus it may be well to have some students commence with letters of friendship, others with letters ordering goods, others again with letters of introduction, etc. And this will be found to be perfectly practicable with the exercises given in this work, as each set is complete in itself, and it is not claimed that the order in which they appear will be the best to follow with all classes.

Having assigned the exercise, let the teacher draw from the student, by questioning, such information as he should possess concerning it before attempting to write the desired letter, supplying his lack of information when necessary. He may be shown specimen letters, similar in character to the one assigned him, either before or after his own attempt, as may be thought best, and when his work is completed and criticised he may be required to correct or rewrite it until he has brought his letter to the highest point of excellence in his power. This letter may be followed by others similar to it, upon exercises given in the work or supplied by the teacher, until the student becomes familiar with letters of this class, after which he may be assigned work upon the next class selected.

The manner of arranging the various parts of a letter is secondary, and yet certain forms of arrangement are accepted by common consent as reasonable, orderly, and in good taste, and are approved by the best correspondents; and since these accepted forms can be learned as easily and employed as readily as others not so approved, it seems entirely proper that students should be taught to use them.

The matter of first importance in a letter is the expression of the proper ideas in proper language—in other words, what to say and how to say it appropriately and effectively. To secure good results in this direction, various suggestions, comments, and illustrations are supplied with the exercises given in the work.



# CORRESPONDENCE.

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## DEFINITIONS.

**Correspondence** is the interchange of thought by means of *letters*.

A **Letter** is a written or printed communication addressed to some person or persons.

For convenience, letters are here divided into two general classes: 1. *Private*, or *Personal*; 2. *Public*, or *Open*.

**Private Letters** are those intended only for the persons to whom they are addressed; and they are divided into two classes: *Social* and *Business*.

**Social Letters** are those that grow out of social and personal relations; as, *Letters of Affection, of Congratulation, of Sympathy, of Introduction, of Censure, of Condolence*—in fact, all letters not of a business or official character. Further explanation, and illustrations of the various kinds of social letters will be given in another part of this work.

**Business Letters**, as the term clearly indicates, are such as are written on matters relating to business, of whatever kind. These include that class of letters written by persons holding public office, and which are sometimes called *Official Letters*. The first part of this work will be devoted mainly to the discussion of Business Letters.

**Public Letters** are such as are usually addressed to some particular person, but intended for the public. They relate, as a rule, to matters of general interest, and are given to the public through the medium of the newspaper and magazine press. Under this head may be placed the letters written by newspaper correspondents, which are generally addressed to the editor of the paper, and intended for publication. In this class may also be placed the circular letters sometimes issued by business men for advertising, or other purposes, and, being intended for general distribution among their customers, partake more of a public than of a private or personal character.

## MATERIALS.

The **Materials** ordinarily employed in conducting correspondence are, *pen, ink, and paper*. Other appliances, such as *letter-books, copying-presses, letter-files, filing cabinets*, etc., may be used, and in most business offices some or all of these are used, together with *type-writing machines*, and other modern office devices.

**Pen.**—The opinions of correspondents regarding the proper size, elasticity, and fineness of a pen are as various as their styles of expression. It is believed, however, that for two reasons a pen of medium size, elasticity, and fineness is prefer-

able to one possessing any extreme quality; first, because one will become accustomed to its use with less effort; and second, when called upon to use a pen with which he is not familiar, the change will be less marked, and hence less inconvenience will be experienced. Again, a very fine pointed pen should be avoided, on account of its liability to catch in the paper, and a very coarse one, because of the heavy lines it leaves, rendering the page black and unsightly. A medium pointed pen is also the best to use when the matter written is to be copied by the copying-press. A fine pointed pen would not distribute enough ink upon the paper to produce a good, clear impression in the letter-book, except by much shading, which is not desirable in correspondence; and at the same time the use of a very coarse-pointed pen would produce a heavy or blurred impression in the letter-book.

**Ink.**—Any ink of a positive, indelible color, that flows from the pen readily, is suitable for business correspondence; but custom and good taste have dictated that black is the most appropriate color. For business use, and especially with a gold pen, the commercial fluids are receiving great favor. The chief objection to them is their corrosive properties, which are such as to destroy, utterly and quickly, the flexibility of ordinary steel pens, and to materially lessen their durability. Fluids are objectionable for school purposes, on account of their lack of decided color when first applied, rendering the pupil unable to see with distinctness the work he is attempting to do. To offset these objections, fluids usually possess the indispensable quality in a good ink of extreme fluidity, flowing freely at every touch of the pen to the paper. There can be no objection, however, to using a *black* ink, and there is every advantage in it over any pale fluid, providing the ink possesses the quality of fluidity and is non-corrosive. The presence of corrosive properties in ink may be easily detected by permitting a drop to dry upon the pen. If it be destructive to steel, the pen will be found coated with rust, while if harmless, the deposit remaining upon the pen may be easily removed, leaving the metal untarnished.

**Paper.**—The paper to be used in correspondence will depend upon the purpose for which it is intended; and, generally speaking, that which would be regarded proper for business letters would not be suitable for social correspondence.

While letter papers are made in various shapes and sizes, only a few styles are in common use. For social correspondence, what is known as *note paper* is now almost universally used. This is oblong in shape, usually unruled, and is generally furnished in three sizes, viz.: 4 by 6 in., called *Billet*; 4½ by 7 in., called *Octavo*; and 5 by 8 in., called *Commercial note*; all of which have four pages to the sheet.

For business correspondence, three styles of paper are in common use, viz.: *Commercial note*, which is about 5 by 8 in.; *Packet note*, which is about 5½ by 8¾ in.; and *Letter paper*, which varies in size from 8 by 10 in. to 8¾ by 11 in. Paper for business correspondence is made only in half-sheets. The Commercial note and the Packet note are used for short letters, and the Letter paper for long ones. For pen-written letters most business men prefer to use ruled paper, but for type-written letters and social correspondence unruled paper is almost exclusively used.

**NOTE.**—*Cap* paper should never be used for business or social letters. If the correspondent have no other, he should cut the cap paper down to letter or note size.

While the quality of the paper for business and social correspondence is somewhat a matter of taste, it should be of such grade as is suited to the purpose and the

occasion. Good paper furnishes an incentive to good work, and produces a favorable impression upon the recipient. Business men recognize these facts, and, as a consequence, the letter paper used in business is generally of a good quality.

The color of the paper for social correspondence is also a matter of taste, but good usage favors white. For business correspondence, white is the prevailing color, any other being the exception. For invoices, checks, and some other kinds of business forms, colored paper is quite extensively used.

**Envelopes.**—The envelopes used for business correspondence are oblong in shape, and of various sizes. Those most commonly used are known as Nos. 6 and 6½. The former measures 3¾ by 6 in., and the latter, 3⅝ by 6½ in. The No. 9 envelope, which measures about 4 by 9 in., is much used for official correspondence, legal documents, manuscripts, etc., and is known as the *official envelope*.

For social correspondence, two styles of envelopes are in general use. One, nearly square, which contains the note sheet folded once, and the other, oblong in shape, made to contain the note sheet after it has been folded twice, once each from the top and bottom. These are from ⅛ to ¼ in. greater in width and length than the folded sheet. The square-shaped envelope should not be used for business purposes. For social correspondence, the color and quality of the envelope should harmonize with that of the paper. For business purposes this is not of so much importance, although for correspondence a good quality of white envelope is generally used.

## PARTS OF A LETTER.

For convenience and clearness in explaining the form of a business letter, the following classification of the parts or elements is presented :

- 1.—HEADING (Place and Date).
- 2.—ADDRESS.
- 3.—SALUTATION.
- 4.—BODY.
- 5.—COMPLIMENTARY CLOSING.
- 6.—SIGNATURE.

**Heading.**—The heading indicates when and where the letter is written. It usually contains the post-office directions of the writer, and the date of the letter. The heading should furnish the party addressed the information he will need in directing his reply. Whether the county, street and number, post-office box, etc., should be given depends upon the circumstances, and is left to the judgment of the writer. Generally speaking, if the writer reside in a city, his post-office address should contain the street and number, city and state; if in a small place, it should include the name of the post-office, county and state. When a request is made to direct a reply in care of a third party it is usually put in the body of the letter or just after the signature.

The heading is generally begun on the first ruled line, which in letter paper is about two and a half inches, and in note paper about two inches, below the top of the sheet; and it may occupy one, two, or three lines, according to the information it is designed to contain. The heading of a business letter rarely occupies more than one line, and a part of it, the place, is generally printed. The date of a letter

consists of the month, the day of the month, and the year in which it is written, the month usually being in words, and the day of the month and the year in figures; as, April 24, 1889.

The arrangement and position on the lines of several headings are shown in the forms given below.

Form 1 shows a one-line heading, begun far enough from the left margin to fill the remaining space to the right.

FORM 1.

*Trenton, N. J. April 24, 1889.*

-----

-----

-----

A two-line heading should be used when the matter, arranged in one line, would extend more than half way across the sheet. The heading should never extend to the left of the middle of the sheet.

Form 2 shows a two-line heading, the first line begun near the middle of the page, and the second line begun far enough from the beginning of the first to fill the remaining space to the right.

FORM 2.

*364 Forest Avenue,  
Dayton, O. Nov. 24, 1890.*

-----

-----

-----

Form 3 shows a two-line heading arranged similar to form 2, in which the post-office address occupies one line and the date the other.

FORM 3.

*Marcy, Oneida Co., N. Y.,  
August 14, 1892.*

-----

-----

-----

Form 4 shows the manner of arranging a two-line heading which includes the post-office box, and is similar to Form 2.

## FORM 4.

*Box 174,*

*Aylmer, Ont., Oct. 5, 1894.*

**PUNCTUATION.**—The heading of a letter should be carefully punctuated. Separate the parts—the street, the place, the state, the county, the month, and the year—by commas. Put a period after every abbreviation and at the end of the heading. If any part of the heading *ends* with an abbreviation it will require a period and a comma, as shown above. The accompanying script forms should be carefully studied and referred to until any heading can be correctly punctuated.

**REMARK.**—In submitting the various forms given herein, the fact is recognized that an absolute standard is not observed either in the books upon the subject or in the practice of correspondents, and it is therefore thought best to present but few forms. Those given have been selected because they are most generally used, and it is believed that drill upon a few standard forms will produce better results than practice upon a greater variety of styles.

The practice exercises for the student, given herewith, will be of much more value if they be carefully written with pen and ink, and after being corrected, returned to student for re-writing, to be preserved by him for reference. Better results can also be obtained if students all use paper uniform in quality and size.

## EXERCISES.

Write the following headings, referring to the models, if necessary, for the correct position, punctuation, and use of capitals :

- |  |   |
|--|---|
| 1. ✓ Trenton N J dec 9 1885                  | ✓ 7. 1889 may 24 16 Park place Cincinnati O             |
| 2. June 10 1888 S C Charleston               | 8. June 8 1887 Kas 13 Oak St Topeka                     |
| 3. NebrFremont 1887 4 May                    | 9. 30 Aug 1885 Ithaca N Y Cornell University            |
| 4. N Y Livingston co Mt morris<br>Jan 2 1886 | 10. Write a correct heading of a letter from your home. |
| 5. Iowa Rose hart co 1884 9 Oct              |   |
| ✓ 6. Box 81 Pa Sheridan 1 July 1887          |   |

**Address.**—The address of a letter consists of the name and title of the party addressed, and his residence, place of business, or such other place as he may designate for the reception of his mail. The address is written at the beginning of business letters, and at the end of social and official letters.

The inside address, as this may be termed, corresponds to the address on the envelope, excepting that in the inside address the city and state are written on the



same line, and that letters addressed to one person, in care of another, have such information or direction placed only on the envelope. The street and number or post-office box are often omitted in the inside address.

In business letters the address occupies either two or three lines, according to the particulars it is necessary to give in order to insure certainty as to the party addressed.

The name is the first part of the address, and politeness, as well as custom, requires that some title be added to the name. The common titles of courtesy are *Miss*, *Mrs.*, *Mr.*, *Esq.*, and *Messrs.* *Miss* is applied to an unmarried woman, *Mrs.* to a married woman, and *Mr.* to a man. *Messrs.* is applied to two or more men.

In regard to the proper use of the titles *Mr.* and *Esq.* there is a great diversity of opinion. In ordinary business correspondence they are treated as synonymous, the latter being the more common. In addressing a lawyer or a person of distinction who has no professional or literary title, *Esq.* should be used. Two titles of courtesy should not be joined to the same name; as, *Mr. Hiram Sibley, Esq.* Nor should a title of courtesy usually be used in connection with professional or official titles; as, *Mr. D. B. Wilson, M. D.*, or *Hon. Henry Wilson, Esq.* One exception to this rule is where a clergyman's given name or initials are unknown in which case he may be addressed as *Rev. Mr. (——)*, giving only the surname.

The second part of the address comprises the post-office directions of the party addressed, and occupies one or two lines. If the post-office is in a city it is sometimes necessary to include the street and number in the address, in which case they will occupy one line, and the city and state another.

The inside address is often omitted in social letters, but it should never be omitted from business letters. Copies of business letters are usually preserved in a letter-book, stenographer's note-book, or in some other form, and without the inside address such copies would be of little or no value for reference. It is also important that the full addresses be given as a matter of convenience to the writer in directing the envelopes, thus avoiding the liability of misdirection or enclosing letters in the wrong envelopes.

The following forms illustrate the proper arrangement and position of the inside address :

Form 1 shows an address occupying two lines, the name written on the next line below the date and commencing at the marginal line, which is about one inch from the left side of the sheet, and the remainder of the address beginning at the paragraph line, which is about two inches from the left side of the sheet, on the line below the name. See diagram of a letter on page 4. The measurements here mentioned apply to letter paper, which is usually about eight inches in width. When note paper is used the spacing should be correspondingly narrower.

#### FORM 1.

*Mr. James Farnham,*  
*Birmingham, Ala.*

---

Form 2 shows an address occupying three lines, the first and second being placed as in Form 1, and the third line beginning about one inch to the right of the paragraph line.

## FORM 2.

*Sargent & Greenleaf,  
100 Court St.,  
Rochester, N.Y.*

Form 3 is arranged the same as Form 1, and is placed *after* the body of the letter instead of before it, which is the proper position in official and social letters.

## FORM 3.

*James M. Brown, Esq.,  
Pres. Board of Education,  
Galveston, Texas.*

PUNCTUATION.—The address should be punctuated as shown in the above forms. Separate the parts—the name, the street and number, the city, and the state—by commas. A comma should be placed between the name and title when the title follows the name. Put a period after every abbreviation and at the end of the address.

## EXERCISES.

Write the following headings and addresses, arranging and punctuating them correctly :

1. Lock Box 94 Ann Arbor Mich Dec 6 1871 Messrs Willson & Rodney General Printers and Lithographers Chicago Ill.
2. ✓ 164 Emmet Avenue Brooklyn N Y April 30 1890 Richard Sherman Esq Elm Park Corner L St Washington D C.
3. 360 E Forty-eighth St New York May 31 1890 William Sartin M D Bellevue Hospital City.
4. ✓ Almont Lincoln Co Mont Fourth of July 1889 Jones Bros & Smith 328 Broadway New York.
5. Room 1007 Wilder Block Rochester N Y Monday Aug 4 1889 Mr Howard White Sec Fidelity Insurance Co 14 James Road London Eng.

**Salutation.**—The salutation is the complimentary term used to commence the letter, and the choice of the appropriate word or words to be used is governed by the circumstances and the relations of the writer to his correspondent. Custom has prescribed certain forms which are in general use; as, *Sir*, *Dear Sir*, or *My Dear Sir*, when writing a business letter to a gentleman, and *Sirs*, *Gentlemen*, *Dear Sirs*, or *My Dear Sirs*, when addressing a firm.

*Sir* is appropriate when the writer is addressing a stranger; or it may be used consistently in a letter of censure or rebuke. The more familiar form *Dear Sir*, implies an acquaintance or the existence of previous business relations, while *My Dear Sir* should not be used unless intimacy or friendship exists between the parties. The contractions *Dr.* for *Dear*, and *Sr.* for *Sir* should never be used.

The term *Gentlemen* is almost synonymous with *Dear Sirs*, though not indicating an equal degree of familiarity, and for this reason is preferred by many correspondents. The term *Gents* should never be used.

The position of the salutation depends upon the number of lines in the address. It may begin at the paragraph line, a short distance to the right of that line, or at the marginal line.

Form 1 shows the position of the salutation following a two-line address and begun about one inch to the right of the paragraph line.

#### FORM 1.

*Mr. James Farnham,*  
*Birmingham, Ala.*  
*Dear Sir,* .....

Form 2 shows the position of the salutation following a three-line address and begun at the paragraph line.

NOTE.—In this form it will be observed that the salutation begins directly under the initial letter of the second line of the address.

#### FORM 2.

*James W. Brown, Esq.,*  
*Pres. Board of Education,*  
*Galveston, Texas.*  
*Dear Sir,* .....

Form 3 shows another position of the salutation following a two-line address and begun at the marginal line.

NOTE.—This is a common position for the salutation on note paper, on account of the narrowness of the sheet. Some authorities capitalize only the first word of the salutation.

## FORM 3.

Mr. James Farnham,  
Birmingham, Ala.

Dear Sir, -----

The salutation in a business letter to a married woman, or to an elderly unmarried woman, would be *Madam*, *Dear Madam*, or *My Dear Madam*. Probably more uncertainty has been felt regarding the proper salutation to be used in a letter to an unmarried woman who is a stranger, than upon any other point in the arrangement of a business letter. If she be a young woman, *Madam* would manifestly be improper, and since there is no other word in the language just suitable as a substitute, it is suggested that no salutation be employed. Write the heading and address, and proceed with the letter; as:

Aylmer, Ont., Oct. 5, 1894

Miss Ellen Franklin,  
Jamestown, N. Dak.

Will you be so kind as to -----

PUNCTUATION.—The salutation in a business letter should be followed by a comma and a dash.

## EXERCISES.

Write the following headings, addresses, and salutations, arranging and punctuating them according to the forms heretofore given :

✓ 1. Trenton N J Dec 9 1885 Mr William Wallace Salt Lake City Utah 84 Maple Ave Dear Sir Your letter came yesterday and

2. Charleston S C June 10 1888 Mo St Louis McCall Meyers & Co Gentlemen 23 Vine St Enclosed please find invoice

3. Fremont Nebr May 4 1887 James J Carson Minn St Cloud Dear Sir Your favor of the 10th inst

4. N Y Livingston co Mt morris Jan 2 1886 Mr John B Halstead Colo Denver president of the board of trade Sir can you inform me

5. ✓ 1889 May 24 Park Place Cincinnati O Jackson & Chambers Lansing Mich 62 Main St Gentlemen our best mechanics are at work upon your order

6. June 8 1887 Kas 13 oak St Topeka Richards & Conover 100 e 5th St Kansas City Mo Gentlemen Please ship us immediately

✓ 7. Write the heading, address, and salutation of a letter from yourself to your father, mother, or guardian. Include the name of the school you are attending in the heading.

8. Make an exact copy of the exercises on the next page.

Trenton, N. J. April 24, 1889.

Mr. James Farham,  
Birmingham, Ala.

Dear Sir,- I take pleasure in

364 Forest Avenue,  
Dayton, O. Nov. 24, 1890.

Sargent & Greenleaf,  
100 Court St.

Rochester, N.Y.  
Gentlemen,- We send you with this

Marcy, Oneida Co., N.Y.,  
August 14, 1892.

James M. Brown, Esq.,  
Pres. Board of Education,  
Galveston, Texas.

Dear Sir,- Your name has

Box 174,  
Aylmer, Ont., Oct. 5, 1894.

Miss Ellen Franklin,  
Jamestown, N. Dak.

Will you be so kind as to



**Body.**—The Body of the letter is that part which contains the message or the information to be communicated, and is, of course, the part of first importance.

In this, as in the other parts, good form is desirable, and the penmanship, spacing, paragraphing, etc., should receive due attention; but mere matters of form may be observed with the greatest precision and the letter still be an utter failure.

The vital part is the subject matter;—the ideas embodied in the letter and the manner in which they are set forth—and when the right ideas are appropriately expressed and coupled with good form the result will be perfect letters.

The body of a business letter should begin on the same line with the salutation, as shown below.

*Mr. James Farnham,  
Birmingham, Ala.  
Dear Sir, I take pleasure in -----*

In letters of friendship or other letters not having the address at the beginning, the body of the letter begins on the next line below the salutation.

A uniform blank margin of about one inch on letter paper and one-half an inch on note paper should be left at the left-hand side of the page. All except paragraph lines should begin exactly the same distance from the edge of the sheet.

No regular margin should be left at the right-hand side of the page, although care should be taken to make the endings of the lines somewhat uniform, which can be done by care in spacing and by dividing long words at syllables. Care should be taken to divide words only at syllables, using a hyphen to show the division, and words of one syllable, no matter how long they are, should never be divided. If in doubt as to the division of any word, consult the dictionary, which gives the proper division of all words that admit of it.

The body of the letter should leave ample room for the complimentary closing and signature. If more than one page is necessary for a letter, use another sheet, and number the sheets; but do not use a second page or sheet simply for the complimentary closing and signature. Never write on both sides of a sheet in a business letter, as it is very inconvenient for reference after being filed.

The various points or topics treated in a letter should be mentioned in the order of their importance; but a reply to a letter in which the matters referred to are numbered or designated in some way, should take up the points in a similar order. Many letters call attention to so many particulars that systematic numbering or designating of the points makes them much more desirable for future reference and certainly does not detract from their business-like appearance; but in the majority of letters, sufficient separation or distinction of topics can be effected by dividing into paragraphs.

Paragraphing is important to the artistic effect of a letter, whether pen-written, type-written, or printed, but it is chiefly valuable because of the ease with which the subjects mentioned therein can be clearly understood, and readily referred to. A study of the specimen letters submitted in this book will give a fair idea of the principles of paragraphing and, as a further aid, the following suggestions are offered :

After completing what is to be said on a topic, or some particular phase of it, instead of beginning the next thought directly after it on the same line, commence on the next line below at the paragraph space, about one inch from the marginal line on letter paper, and about half an inch on note paper. This rule is not to be followed absolutely as, in a sense, every new sentence introduces a new thought, but it should be understood that when all that bears upon some topic in a letter has been written, and it may include several sentences, that the next topic should begin with a new paragraph. Sometimes a paragraph may occupy only a line, in which case the next paragraph should begin as usual at the paragraph space.

Excessive paragraphing should be avoided ; for example :

Dear Sir,—You wrote to me sometime ago stating your inability to settle your account. You assured me that a settlement should be made by the 10th ult.

More than a month has passed since that time and I have received no word from you. I am now compelled to write that further delay in this matter cannot be overlooked.

You must be aware that such dilatory action on your part is not only destroying your credit, but it is causing me considerable inconvenience.

If all my customers were as tardy in settling their accounts I should soon be obliged to give up business.

Unless a settlement or a satisfactory explanation of this delay reaches me before the 21st inst., I shall be under the disagreeable necessity of placing the matter in the hands of my attorney.

A more desirable arrangement and division into paragraphs would be as follows :

Dear Sir,—You wrote to me some time ago stating your inability to settle your account, but assuring me that a settlement should be made by the 10th ult. More than a month has passed since that time and I have received no word from you. You must be aware that such dilatory action on your part is not only destroying your credit, but is causing me considerable inconvenience. If all my customers were as tardy in settling their accounts I should soon be obliged to give up business.

I am now compelled to write that further delay in this matter cannot be overlooked, and unless a settlement or a satisfactory explanation of this delay reaches me before the 21st inst., I shall be under the disagreeable necessity of placing the matter in the hands of my attorney.

**PUNCTUATION.**—The body of the letter should be punctuated like ordinary printed or written matter. Good letters do not require much punctuation but what is necessary should not be omitted. Correct punctuation is one of the little things that always gives evidence of a careful and correct correspondent. Commas, periods, and interrogation points are all that are usually required. Long sentences requiring the use of complex punctuation should not, as a rule, be used in business letters. If in doubt as to the use of any mark, and, at the time, you cannot decide as to its proper use, rather omit it than risk using it incorrectly.

Punctuation can be successfully learned by carefully observing the use of the different marks in correctly printed matter.

**Complimentary Closing.**—The complimentary closing follows the body of the letter on the next line below, and consists of the words of respect or regard used to express the writer's feeling toward his correspondent. The terms used are in a sense merely conventional, and are employed by many without thought as to their meaning, but the good correspondent will use the words most appropriate to the occasion.

The most common forms of complimentary closing in business letters are: *Respectfully*, *Yours respectfully*, *Yours very respectfully*, *Yours truly*, and *Yours very truly*, any of which may be used with any of the three forms of salutation *Sir*, *Dear Sir*, or *My Dear Sir*, though probably, *Dear Sir* and *My Dear Sir* occur more frequently in connection with *Yours very truly* and *Yours very respectfully*. Many

other phrases may be used; as, *Yours faithfully*, *Sincerely yours*, or in formal letters, *Your Obedient Servant*. *Gratefully yours* may be used if the writer is under obligation to the one written to, or *Fraternally yours*, if a member of the same society, etc. In official letters a more formal style is observed; as, *I have the honor to remain*, *Yours very respectfully*, etc.

The complimentary closing should always be consistent with the salutation and spirit of the letter. For instance, to introduce a letter with the formal salutation "Sir," and close with the familiar phrase "Ever yours," would show exceedingly bad taste. The words of the complimentary closing should never be abbreviated.

If the complimentary closing is connected with the last sentence of the body of the letter, as, *Hoping you will give this your immediate attention, we remain*, *Yours respectfully*, such sentence should always begin a new paragraph; "*we remain*," or whatever words are used in this connection, should not be placed on a separate line but should be written connected with the sentence, preceded and also followed by a comma, and the complimentary closing follow on a new line. If, however, the last sentence of the body of the letter properly ends with a period and the complimentary closing, *We remain*, *Yours respectfully*, be used, "*We remain*," in this case, is a part of the complimentary closing and should usually begin a new line, with the words "*Yours respectfully*" in their proper position on the next line following. These instructions apply to all endings similar to the above.

The complimentary closing may occupy one, two, or even three lines according to the terms used, and its position is governed to some extent by its length. If only one line is required for the closing term it should be placed centrally on the line, allowing an equal space on each side. The position of the signature, which is written on the next line below, should be such as to make it terminate near the right-hand side of the page, the usual position for the signature in all documents. If the closing terms require two or three lines they should be arranged diagonally with the signature. Forms 1, 2, and 3, show the proper positions for complimentary closings and signatures, the dotted lines in this case standing for the signatures.

FORM 1.

*Respectfully,*

-----

FORM 2.

*Yours truly,*

-----

FORM 3.

*I am,*  
*Yours very respectfully,*

-----

**PUNCTUATION.**—If there are several parts to a complimentary closing, they should be separated by commas, and a comma should also be placed after the last part. Regarding the capitalization of the complimentary closing, there is some diversity of opinion, but custom favors the forms shown herewith.

**Signature.**—The signature is the name of the writer, or the firm or company he represents, placed after the complimentary closing; and while it may seem to some unnecessary to treat the subject fully, observation shows that some points regarding it are not generally understood, and should not only be here mentioned but thoroughly explained.

1. First, *all letters should be signed.* The number of letters sent without the signature is very large. Be sure your letter is properly signed before enclosing it in the envelope.

**NOTE.**—A firm well known throughout the country, and doing a large business chiefly by mail, was recently interviewed on this point, and over one hundred and fifty letters were found in a package designated "*No names*," all of which were without the signature, and some without the post-office. They were, in every case but one, orders for goods, and had accumulated during a period of three months. This firm has a printed card something like the following:

P. M.

We have received from your Post-Office a letter ordering goods, and containing \$ , but the writer forgot to give a name. As the person sending will doubtless call for the goods, you may be able in this way to ascertain the name of our forgetful customer without much trouble. Please inform us of the name of the writer, or tell him the cause of the delay, if possible, and oblige,

-----

This card is sent to the Postmaster when the post-office can be ascertained. The same firm also requests in its catalogue that all remittances be made by Money Order, as the letter of advice, containing the name the writer forgot to sign in his letter ordering the goods, is sometimes the only clue to his identity. When a letter without signature contains a remittance, as was the case with some of the orders above mentioned, the situation becomes aggravated, as it places the business house in a position to be charged with a lack of promptness in filling orders, if not intentional fraud.

2. *The signature should be plainly written.* In the spelling of common words a letter or a word not plainly written may be guessed at with some certainty, as the remainder of the word, or the accompanying words, usually indicate what the obscure portion is intended to be; but in many proper names this is impossible, and although the signature may be plain enough to the writer, it may be absolutely impossible for another to read it. Some correspondents have the wretched habit of making the signature the most illegible part of their letters.

Sometimes a signature is so illegible that the only possible way in which a reply can be addressed is by cutting out the signature and pasting it upon the envelope, trusting to the skill of the post-office experts to decipher it.

A woman writing to a stranger when a reply is expected, should prefix to her signature, in parenthesis, either the title *Miss*, or *Mrs.*, so that the reply may be properly addressed. This is entirely proper, and no feeling of delicacy or propriety should be allowed to cause hesitation on this essential point. And yet, not only is this necessary information frequently withheld, but even the sex cannot be determined from the name. It is very embarrassing, for instance, to reply to a letter from Mary A. Gordon, not knowing whether to address her as *Mrs.* or *Miss*, and still more so, if the letter, supposed to be from a woman, is signed M. A. Gordon, as in this case the title may be *Mr.*, *Mrs.*, or *Miss*.



A signature should always be written, as nearly as possible, in the same form and style. Adopt a style that is plain and distinct. Avoid unusual forms and fantastic connections, for besides being illegible, experts on handwriting say such signatures are usually the easiest to counterfeit. Always write your name in the same manner. *J. W. Smith, John W. Smith, J. William Smith, and Willie Smith* should not stand for the same person on different days of the week.

Where several members of a firm sign the firm name, it is sometimes desirable that the signatures of the different members be readily distinguished. This is done by writing under the signature *per Blank*, using the initials or the surname. When one person, for any reason, signs another's name, it is also customary to use the above form, the writer signing his own name in full.

In official letters, letters from corporations, and the business letters of one of the officers of a firm, the signature should be followed by the name of the office the writer holds; as, *Manager, General Superintendent, President, Secretary*, etc.

The signature should be written on the next line following the complimentary closing, and should begin so as to finish near the right-hand edge of the sheet; as,

## FORM 1.

Respectfully,  
O. K. Duntong

## FORM 2.

Yours truly,  
Henry Joiner & Co.

## FORM 3.

Yours respectfully,  
Foster, Manning & Co.

## EXERCISES.

Write the following exercises in proper form:

1. Yours very respectfully Brown Brothers & Co.
2. I remain Yours very truly John Brown Davis General Agent.
3. Soliciting a continuance of the confidence hitherto reposed in us we remain yours very respectfully J. P. Hopewell Sweet & Co per Sweet.
4. Appreciating past favors we remain dear sirs yours faithfully Western Electric Manufacturing Co per H Brown Secretary.
5. Will you kindly remit us check for balance of last order yours truly J. W. Martin Bro & Co per J. W. M.



6. Awaiting your further commands we are Yours very respectfully Walter Wellman's Sons.

7. Your obedient servant S J Roberts Acting Secretary.

8. Trusting to be favored with a continuance of your patronage and assuring you of our best efforts to please you we remain Yours very truly Empire Moulding Co. per Willis.

9. Please comply with the above request at your earliest convenience and oblige Yours respectfully Martin H. Jones.

10. Hoping to receive a favorable reply I am dear sir Very respectfully yours J. D. Thompson M. D.

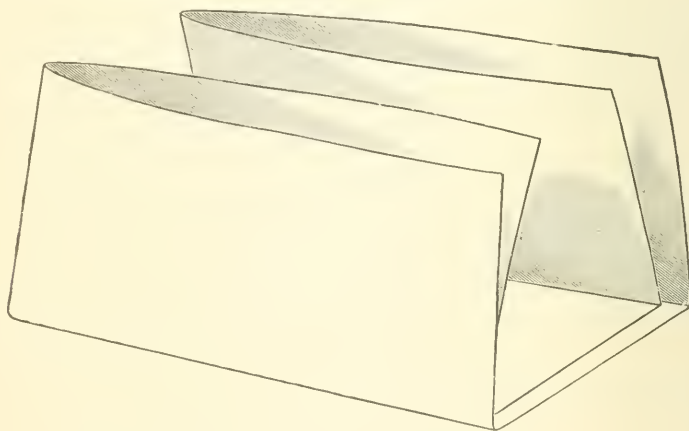
### FOLDING, INSERTING, AND SEALING.

**Folding.**—The letter sheet should be folded so that it will nearly fill the envelope and yet admit of being inserted or removed with perfect ease.

To fold a sheet of letter paper to fit an ordinary envelope, lay it before you as when writing upon it and turn the lower edge up far enough to make the sheet, as then folded, a little less than the length of the envelope, and press down the fold neatly and firmly, making the side edges exactly even; then make equal folds from the right and left so that the sheet, as then folded, will be slightly narrower than the envelope.

The following illustration is of a letter sheet folded as directed above, with the side folds not pressed down.

ILLUSTRATION OF FOLDED LETTER SHEET.



A note sheet should be folded over from the bottom to about one-third the length of the sheet, and the upper end folded down so that the sheet, as then folded, will be slightly narrower than the envelope used.

To fold a letter sheet to fit an official envelope, follow the directions given above for folding a note sheet.

**Inserting.**—After the letter has been folded as directed above, to insert it, take the envelope in the left-hand, with the back of it up, and the opening toward the right; then take up the letter with the other hand, as it lay after folding, and insert it, putting in the last folded edge first.

A letter inserted in this manner can be removed easily and quickly; and if the envelope is opened at the top (which is the usual way) or at the right-hand end, the letter, when taken out, will be found to be right side up.

**Sealing.**—All ordinary letters should be carefully and neatly sealed. As the use of gummed envelopes is now almost universal, the process of sealing letters is a simple matter. The gummed part should be slightly dampened, and the flap pressed down tightly and held a moment till it adheres. Care should be taken not to soil the envelope, and also not to remove all the gum from the flap in the process of dampening, as is sometimes done. If ordinary mucilage is, for any reason, used, care should be taken not to stick the envelope to the letter sheet. Letters of great importance are sometimes sealed with wax, thus rendering it impossible to open them without destroying the seal or mutilating the envelope. But wax is now seldom used, except for money packages and other valuable matter.

Letters of introduction and letters of recommendation should not be sealed.

## THE ENVELOPE ADDRESS AND STAMP.

**The Envelope Address.**—The outside address, or superscription, is written on the envelope and consists of the name, title, and post-office directions of the party for whom the letter is intended.

The name and title should be written on the center of the envelope, on an imaginary line parallel to its top and bottom edges, as illustrated in the five specimen addresses shown on page 25. When the street and number are given, as shown in the first illustration, or some other similar direction, as "In care of," shown in the last illustration, it follows on the second line. In such cases the name of the city is written on the third line, but in all others on the second. The name of the county, when given, should be written on the third line, as in the second illustration. The name of the state is usually abbreviated, and always occupies the last line. The lower left-hand corner of the envelope is sometimes used for the number of the post-office box; and in letters of introduction the name of the party introduced should always be placed in this position, as illustrated in the third and fourth examples. Unusual or special instructions of any kind should be placed in the lower left-hand corner of the envelope.

The position of the parts of the address below the name should be as shown in the illustrations, each succeeding part beginning a little to the right of the one above it, and written in straight lines equally distant from each other and parallel to the edges of the envelope. Do not rule the envelope, as it is not only unbusiness-like but takes time, besides giving it the appearance of having been addressed by a novice. The ability to write straight on an envelope can be acquired by anyone who will give it a reasonable amount of practice.

A person should always be addressed in writing as he himself writes his name. We are bound to respect the wishes, or even whims, of our correspondents in this regard, by always writing their names as they themselves write them. If a person sees fit to divide or spell his name in a peculiar manner, he has a perfect right to do so, and in no other way is he properly addressed in writing.

The style of the writing should be neat, plain, and unmistakable. Names of post-offices, and some of the abbreviations of the names of the states, are so nearly

alike that, unless the writing is perfectly legible, the letter may be forwarded to the wrong place. For instance, in Colorado and California there are many post-offices of the same name; as, Fair Play, Florence, Georgetown, Greenwood, Jackson, Jamestown, etc.; and, if a letter were addressed, say, to Greenwood, Colorado, and the writer abbreviated Colorado to Col. (as is often done) instead of Colo., without making the "o" very plain, or without stating the county, his letter would be liable to be missent. Or again, New York and New Jersey have post-offices of the same name, as Allentown, Andover, Belvidere, Garfield, Kingston, Trenton, etc., and it often happens that the "Y" or "J" are written so imperfectly that letters addressed to these post-offices are sent to the wrong state. To prevent this, many correspondents almost invariably write the name of the county.

The envelope should be placed before the writer so that the flap is farthest from him, otherwise it will be addressed upside down; and the letter should not be inserted until after the address is written. The envelope used for business purposes should have upon its upper left-hand corner, either printed or written, the address of the writer, with a request to return, if uncalled for, after a certain number of days, usually 5 or 10, at the end of which time it will be returned to him; but without this request, if not called for, it will be forwarded to the dead letter office.

When several letters are written at one time, to avoid enclosing them in the wrong envelopes, it is suggested that, as each envelope is addressed, the letter to which it belongs be enclosed at once; or, if the letter is to be reviewed by some one else, it should be slipped, unfolded, under the flap of the envelope.

When letters are addressed to commercial travelers, tourists or others who are only temporarily stopping in a city, especially one where the free delivery system is in operation, such letters should be marked "Transient" or "General Delivery," unless some stated place, other than the post-office, is included in the address. If the person be stopping at a place not having the free delivery system, the letter may be marked "Not a resident," "Transient," or words to that effect. This is done to obviate the risk of the letter being delivered to a resident of the same or similar name.

**The Stamp.**—The postage on all letters should be fully prepaid, by affixing a stamp of the proper denomination. The stamp should be neatly and firmly attached to the upper right-hand corner of the face of the envelope, as shown in the illustrations on page 25. The placing of the stamp in any other position on the envelope indicates a degree of carelessness or ignorance that is deplorable. One stamp of the proper denomination should always be used, if possible, instead of two of a lesser value.

Overweight letters are not forwarded unless one full rate (2 cents) is prepaid, in which case the postage due is collected at the office of delivery. If, however, one full rate is not prepaid, the letter is not forwarded until the postage is paid. In this case the writer is notified, if his name can be ascertained, and if not, the person addressed is notified that a letter addressed to him is held for the necessary postage, and that it will be forwarded upon receipt of the same.

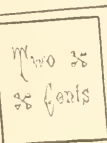
If the adhesive gum has been removed from the stamp in any way, mucilage should be used to attach it firmly to the envelope. It should not be necessary to inform one with even the meagerest amount of taste and culture that the stamp should be right end up.

When a stamp is inclosed in a letter, slightly dampen one corner and attach it to the face of the letter sheet. Courtesy requires that letters to disinterested parties, especially letters asking favors, should contain a stamp for reply.

If not called for in 10 days return to  
WILSON & RODNEY,  
ELECTROTYPERS,  
WORCESTER, MASS.



William Hart, Esq.,  
398 Grove Ave.,  
Detroit,  
Mich.



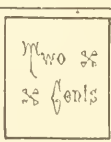
Messrs. Barton & Willis,  
Tuesdale,  
Lincoln Co.,  
Col.



The Morning Herald,  
Bennington,  
Box 493. *Ala.*

Hon. Robert Brown,  
St. Louis,  
Mo.

Introducing  
Mr. H. B. Elliott.



Mr. Jackson Osborn,  
To Rev. N. J. Rogers,  
Minneapolis,  
Minn.



**Opening Letters.**—Letters are opened properly by cutting the top open lengthwise with any convenient instrument. If letters are opened in this way, the contents are more easily seen, and inclosures that may be separate from the folded letter sheet are less liable to be overlooked; also, the letter sheet is more easily removed, and if it is attached to the envelope, as sometimes happens, it can be taken out without being mutilated.

### EXERCISES.

Write the following envelope addresses. Unruled paper cut to the size of envelopes, or ruled paper cut so the writing will be across the lines, may be used.

1. Mr. E. S. Cushman Delhi Mills, Mich.
2. F B Kenyon Esq 24 E Dean st Lockport N Y.
3. Hamilton Brown L L D care of W H Wentworth Esq Ithaca N Y.
4. Hon John Brown Goodrich Penn Park cor H street Philadelphia Pa.
5. Miss Elizabeth Duncan Vassar College Poughkeepsie N Y.
6. Mrs Henry W French Box 24 Lincoln Onoka Co S Dak.
7. Messrs J C Bradstreet, Bingham & Co Clothiers and Furnishers about 400 Broadway New York.
8. Kansas City Journal Journal Building cor 10th and Walnut Sts Kansas City Mo.
9. Mrs D H Brown or Mrs W D Hilton Chautauqua N Y.
10. Messrs Bannig & True (As nearly as we can ascertain) Photographers Minneapolis Minn.
11. A B C care of Daily Tribune City.
12. John Brown D D Stanwix House Denver Colo Please forward.
13. Mr Peter Henderson Detroit Mich Transient.
14. Prof Geo C Ostrander Springfield Mass General Delivery.
15. Dr James Robison care of Robison Bently & Brown Girard Pa Personal.
16. Silas Warner Esq Geneva O Deliver without delay if possible.
17. William W Duncan M D New Haven Conn Deliver to addressee only.
18. Mr John Smith Augusta Me General Delivery Not a resident.
19. Mr Washington Howe Avon N Y After one week P M will please forward to Penn Yan N Y.
20. Master William Young care of Dr J G Young Homer Idaho Ter.

**Postal Cards.**—Postal cards are properly employed for making brief business announcements of an informal and usually of an unimportant character. A written message that approaches the dignity of a letter should not be entrusted to a postal card. This is principally on account of their publicity, and also for the reason that many have a contempt for one who uses such a medium for important communications. Further reasons why they should not be employed for important business are, that they are not returned to the writer if uncalled for, but destroyed by the postmaster, and also because they are naturally treated as less important than sealed letters, and are, consequently, more likely to be miscarried, misplaced, or lost.

It is not good taste to use postal cards for any kind of social correspondence.

Instructions regarding letters also apply to postal cards, with the exception that the inside address is omitted, the heading and the salutation only preceding the message.

Nothing but the address should be written on the face of postal cards, as post-



masters are instructed not to forward them if they do not conform to this rule. The U. S. *Postal Guide* says: "No printing or writing is permitted upon the address side of the postal card (except the address), nor is it allowable to paste, gum, or attach anything thereto, except an address label to be used for the address upon the card."

CORRECTED LETTER.

Judson, Union Co., ~~N.Y.~~  
~~N.Y.~~ Jan. 19, 1884.

Mr. John Young,  
 South ~~Ind.~~<sup>B</sup>

Dear Sir,<sup>g</sup>—enclosed

herewith is a New York draft for Forty  
~~Dollars and Forty cents~~<sup>and \$40</sup> ~~to~~<sup>to</sup> balance my  
 account. Please send me a receipt in full  
 all to date ~~and~~<sup>and</sup> Oblige

Yours respectfully  
 Wm. Hammond.

~~Judson, Union~~  
~~Co., N.Y.~~

**Correcting Exercises.**—It is important that all exercises be carefully corrected. It is usually better to give short exercises, and have them carefully written and corrected, than longer ones that must be hurried over or passed without correction. It is important that incorrect exercises be rewritten in proper form for the practice, and that the corrected work may be preserved for reference. It is also sometimes desirable to preserve corrected exercises by which to measure future progress. Many of the errors of letters are due more to a lack of care than a lack of knowledge, and such mistakes are the least excusable. Nothing short of absolute accuracy should be tolerated in all the work, and habits of care and neatness should be inculcated from the start.

The accompanying corrected letter illustrates a simple method of correcting common errors.

## REVIEW EXERCISES.

1. 9 Coc st Erie Pa Oct 1 1890 W Coy Esq Ely O \* \* \* I am yours truly J Nye.

2. Office of Superior Lumber Co Duluth Minn Jan 20 1891 Hon Daniel Southwick House of Representatives Washington D C My dear Sir \* \* \* I have the honor to remain yours very truly David Carson.

3. Linden Cal Aug 20 1889 D Appleton & Co 1 3 and 5 Bond Street New York Gentlemen What are your terms and prices for your "British Art"? Please give quotations for the work both in pamphlet form and bound in two volumes in half Russia. (Paragraph here.) If you have an agent in this vicinity who will call on us we may conclude to handle some of your goods Yours respectfully Manson Bros.

4. Room 20 Westinghouse Building Pittsburgh Pa Nov 21 1889 Messrs Hoyt, Williamson & Hoyt Cor Stephenson Park and West H St San Francisco Cal Dear Sirs \* \* \* We put this matter in your hands without definite instructions trusting that you will give it your best attention we remain yours very respectfully The Iron Mountain Iron Co per J Wren Sec.

5. 904 East 15th Street Kansas City Mo June 12 1889 Dr H W Stanford President of the London Medical Dispensary 25 Warwick square Manchester Eng Dear Sir I inclose herewith Five Dollars (\$5) for your \* \* \* Please forward as soon as possible and oblige Yours respectfully O P Bloss.

6. N Staffordshire Westmoreland County N H Aug 4 1889 John T Williamson Manufg Co 968 S Monument St Philadelphia Pa Gentlemen \* \* \* By giving this your immediate attention you will relieve us of the painful necessity of using means that will force this matter to a conclusion we are yours respectfully Bell Bros & Yates.

7. 96 Hampton Place Denver Colo Mar 12 1890 Mr John R Snell 87 San Juan Terrace Quito Ecuador S A via San Francisco Dear Sir \* \* \* I am sir Very respectfully yours J H Wentthrop.

8. Room 65 New England Building Chicago Ill Aug 1 1889 Mr A Carr care J Pierce Dominion Land Surveyor Moosehead Lake via Edmonton North West Ter Dear Sir This is my third letter to you since hearing from you \* \* \* (Paragraph here.) If my letters reach you in a bunch I hope you will make a clean sweep and answer them all at once Yours truly W Conn.

9. 44 Avenue B Vick Park Rochester N Y Aug 6 1889 John Hampden Esq 105 Cumberland Court E London Eng Dear Sir Your letter of June 25 came during my absence \* \* \* Yours very truly Jas M Gilbert.

10. Office of Alex Dwight & Co Bankers 24 Wall st New York U S A July 9 1880 Mr Geo T Venedicoff 37 Légé rue Sophia Bulgaria Europe Dear Sir \* \* \* Thanking you for the confidence reposed in us and pledging you our best efforts in your behalf we have the honor to remain very respectfully your obedient servants Alex Dwight & Co.

11. Greencastle Pa July 30 1889 Messrs D & H Vail Proprietors of the Hanover News Hanover Mich Gentlemen Your favor of the 28th inst received We expect to ship your order to-morrow and it should reach you in time. (Paragraph here.) We have your dispatch to-day regarding Warren's paper and have wired answer that it has just been shipped with car load of Press. (Paragraph.) We are very much afraid that we cannot get to the Elliott order before the latter part of the week Will you advise us what sizes he wanted first Yours truly Jones Paper Co per Tyler.

## SOME SPECIAL POINTS.

**Errors in Letters.**—Anything in a letter that indicates a lack of care shows a degree of disrespect to the one written to, and for this reason especially, such tendencies should be avoided. Blots and other errors due to mere slovenliness, are not excusable in letters, but stamp the writer as wanting in some of those graces that make the cultured gentleman. Errors in grammar, errors in spelling, or in the use of capital letters, show a lack of education that the circumstances may in a measure excuse; but with all the advantages for acquiring such knowledge in these days, in the young especially, such ignorance is more apt to be due to a lack of appreciation of the value of such information than a lack of opportunity to acquire it. For these and other reasons, a letter is usually an index to the man. If errors are discovered after the letter is written, it is, as a rule, much better to rewrite it than to send it away disfigured by one's own corrections.

The habit of interlining should also be avoided, which can be done by rewriting all letters having interlineations in them.

One should be especially careful not to make such palpable errors in the superscription of letters as may possibly subject correspondents to humiliation and embarrassment, should they receive letters through a third party.

**Imperfect Addresses.**—More than five million letters and parcels, containing more than \$10,000,000, go to the dead letter office every year. Why do so many go astray? For the reason that the addresses are absent altogether, or because they are illegible, incomplete, or incorrect.

The most common error in addresses is made in writing the state illegibly, incorrectly, or by omitting it entirely. Such letters, if the writer's name cannot be determined, are sent at once to the dead letter office. Another reason why many letters go astray is on account of the name of the post-office being omitted, illegibly or incorrectly written, or misspelled; and many letters never reach the proper destination because the name of the party written to is illegible, or written incorrectly by dividing the name in an unusual way, by not spelling it correctly, or omitting or mistaking the initials.

Thousands of letters are every year posted without any directions whatever, and, of course, go direct to the dead letter office, if they do not have the address of the writer on them. It is certain that a large proportion, if not a majority, of letters go wrong for the simple reason that, in directing replies, given post-office directions are not followed to the letter.

**Spelling.**—Bad spelling is one of the worst faults that letters contain. With dictionaries so cheap and accessible as they are, there is simply no excuse for one who habitually misspells words in an ordinary letter. Many a young man fails to gain positions because of his misspelling in his letters of application, and the unfortunate fact regarding it is that generally he does not know that it was his poor spelling that disqualified him. Excellent penmanship and composition only serve to make poor spelling more conspicuous. Look up every word of your letter rather than send it out with one word misspelled. A habit of using the dictionary will correct the very worst spelling.

**Penmanship.**—One of the indispensable elements of a perfect letter is good penmanship. Good penmanship is that which is legible, easily and rapidly written, and pleasing in appearance. One who aspires to become a good correspondent must give careful attention to this subject. Improvement can be made in this, as well as in other branches, by correct and persistent practice.

Good writing is not only desirable as an accomplishment, but it is also many times a means of securing material advancement. Few acquisitions are more appreciated by the possessor, or are more valuable, than the ability to write a legible, rapid hand.

**Mixing Business and Friendship.**—In case both parties to a letter are on terms of friendly intimacy, the temptation to interject matter which should never appear in a business letter is very strong. The chief objection to be urged against such a dual character in a business letter lies in the fact that, in looking over the letter-file afterward, which is frequently done, it becomes necessary to consume time in reading matter which has no relation to the information sought. Again, the writer cannot always be sure that the recipient will have time during business hours to cull a few necessary particulars from such a quantity of foreign matter. While there exists no valid objection to the same envelope covering two letters, one a business communication and the other one of social character, it is advised that the two features be divorced, at least to the extent of occupying separate sheets.

**Verbiage.**—A very common error with business men who are not pressed for time, lies in the inclination to write long letters, when shorter ones would meet every requirement. While the writer may have abundant time to beat about the bush in making an order, in acknowledging a remittance, or in the construction of any kind of a business letter, the man at the other end of the line may not be so fortunate, or unfortunate. He may find it a positive hardship to be compelled to wade through a number of tortuous sentences to get at the gist of a very simple matter, and it is quite probable that frequently he will find it difficult to determine the writer's meaning, from the very fact of the unnecessary multiplication of words.

**Hasty Replies.**—Many perplexing and provoking matters arise in the correspondence of a business house, and a judicious correspondent will be constantly on his guard lest he write something in haste, and perhaps in anger, that he would afterward deeply regret. It is wise to consider carefully and act deliberately. When constrained to write severe things, the letter should be permitted to lie over night for review before mailing. If this be done, it is probable that the character of the letter will be changed radically, or perhaps it will remain unmailed. Many letters which would seem ample provocation for a sharp reply had better go unanswered. Kind words make and hold friends, while hasty or vindictive words alienate friends and injure business.

**Copying Letters.**—Copies of all letters containing matter of importance should be preserved. A *fac simile*, made with a copying-press, is a most satisfactory means of preserving a copy of a letter. If the communication be dictated to a stenographer, the short-hand notes may be preserved, and if the communication be a reply to one received, the chief points of the reply may be minuted on the letter to which the one sent is a reply.

**Style of Expression.**—The style of expression most suitable for business letters is essentially different from that of other correspondence, requiring greater brevity, accuracy, and force of statement. What would be regarded a good literary style



might be considered quite objectionable in business, where time is too precious to be wasted on words, and the sooner the point can be reached the better, both for the writer and his correspondent. It is necessary to cultivate acquaintance with the terms and phrases peculiar to the line of business in which one is engaged, as by their proper use the correspondent is greatly assisted in making his letters brief and distinct. Aside from these technical terms, the more natural and original the style of expression the better. A person who has acquired the ability to express his thoughts clearly and effectively on general questions will find less difficulty in adapting himself to the language peculiar to any business than one who has not cultivated this faculty; hence the value of training upon general exercises in letter writing.

As an aid to the cultivation of originality and directness in business letters, it is suggested that the writer imagine his correspondent to be standing at his side, and that he write in his letter what he would say in person if he were explaining the matter. Such a course would be a wise one for all persons in their correspondence, as it would not only encourage a natural and original style, but would act as a restraint to the hasty and bitter words one is perhaps more liable to use in letters than in conversation.

The several specimen letters presented in this work are to be considered more in the light of suggestions than of absolute standards. While they cover but a limited portion of the ground of general correspondence, it is believed that they contain sufficient variety to form a good foundation from which to work out into successful practice upon any line of correspondence that may be required. The examples selected contain some of the most difficult tasks in letter-writing a correspondent will be called upon to perform.

**Modifying Words.**—The modifying words, phrases, and clauses should be so placed as to make it clear what they modify.

The following sentence (taken from a bona-fide letter)—

“We hand you Fifteen (\$15) Dollars in payment for the compendiums received yesterday which please acknowledge and receipt bill you will find enclosed as soon as convenient,”

directs the correspondent to acknowledge the compendiums and requests him to find the bill enclosed as soon as convenient. Such ambiguity may be avoided thus;

“The compendiums were received yesterday. In payment we hand you Fifteen (\$15) Dollars, which please acknowledge as soon as convenient by returning enclosed bill receipted.”

The following is more concise:

The compendiums came yesterday. Enclosed find Fifteen (\$15) Dollars in payment as per your bill herein. Please acknowledge and oblige.

“If you will pay your note for \$750 due in ten days which we hold to-day, we will discount Twenty-five (\$25) Dollars and the accrued interest,”

states that we hold the note *to-day*, and that we will discount the interest. Although the correspondent may have no difficulty in understanding the meaning, such clumsy expressions should never be used.

Make short sentences, as:

“We hold your note for Seven Hundred Fifty Dollars (\$750) due in ten days. If you will pay it to-day we will allow you a discount of Twenty-five Dollars (\$25) and the accrued interest.”



Or change the order of statement, as:

“We will allow you a discount of Twenty-five Dollars (\$25) and the accrued interest on your note for Seven Hundred Fifty Dollars (\$750), due in ten days, which we hold, if you will pay it to-day.”

It is very annoying to receive letters containing such ambiguous statements. The writer knows just what he meant, but his correspondent may not, and if the latter cannot guess at the meaning with tolerable certainty, he is caused the trouble and delay of writing for an explanation. Such cases occur frequently.

**Courtesy.**—The words chosen should be courteous and should maintain the degree of respect due the party addressed. By a careless or thoughtless use of even one word, it is easy to make a statement very abrupt, if not actually offensive.

For instance, a request couched in such terms as the following:

Gents,—“Send me at once Cat. of your Bus. Coll. and oblige etc.”

stamps the author as entirely uninformed or utterly regardless of the usual courtesies, and in this enlightened age the disposition will probably be to favor the latter opinion. Or again to write:

“When you are ready to settle your account, you will call at my office and I will look it over with you.”

may not be intended to be imperious in its tone, but the use of the words “You will” make it liable to be so understood, especially when it may be so easily remedied by saying “please call,” or “if you will call.”

**Choice of Words.**—The words selected for business letters should be terse and vigorous, and such as express the exact meaning in as brief a form as is consistent with clearness and courtesy, avoiding words or phrases not directly concerning the matters treated in the letter. As an aid to directness of statement, and as a means of avoiding the repetition of conjunctions, pronouns, etc., short sentences are recommended, especially if the writer is not well versed in the use of infinitives and participles.

For example:

Dear Sir,—I wish you would send me a copy of the latest edition of your “Guide” as I am preparing a paper on Rose Culture and I expect to get some valuable hints from your book, and my paper must be ready by the 12th as the Convention meets on the 20th, and all the papers must be in the hands of the committee not later than the 15th, so I hope you will send the “Guide” at once.

Which might be corrected as follows:

Dear Sir,—Please send me at once a copy of the latest edition of your “Guide.” I am preparing a paper on Rose Culture, to be read at the Convention which meets on the 20th, and I expect to get valuable help from your book. All papers must be submitted to the Committee not later than the 15th, and, to enable me to do so, mine must be ready by the 12th.

But the writer would be more likely to receive a prompt reply if he refrained from troubling the publisher with information of no interest to him, and simply wrote:

Dear Sir,—Please send me by return mail a copy of the latest edition of your “Guide.” If it does not reach me by the 10th inst., it will be too late.

# BUSINESS LETTERS.

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## LETTERS ORDERING GOODS.

**Letters Ordering Goods** should carefully specify the articles wanted, contain full directions for shipping, and give the name and address of the party ordering, so as to leave no possibility of a mistake in filling the order. The uncertainty which the lack of proper instructions in these particulars causes shippers is very annoying and frequently occasions delay and loss. If goods are advertised by number, or designated in any way, parties ordering should be careful to observe and follow such instructions in every particular.

In renewing an order, the directions should usually be as explicit as if it were the first. For instance, to say: "Send us another gross same as our last order" necessitates the finding of the last order; and in looking it up, much valuable time may be lost, possibly delay caused in filling the order and certainly less favorable feeling will be entertained towards the party ordering; whereas, if he had written his order in full, very little more time would have been required on his part, and he would have been more than compensated for the extra labor by avoiding possible delay, and by the favorable impression his business-like and careful methods would create. It should be remembered that it is always much easier to enter an order from an order sheet than from the books of the firm filling it.

**Acknowledging Orders.**—The practice of acknowledging all orders is a commendable one. It is very satisfactory to a purchaser to receive a prompt acknowledgment of the receipt of his order, and the assurance that it is receiving attention, especially where the articles ordered require some preparation to put them in proper condition for shipment. Even if the goods are ready and the order can be filled at once, if a letter of acknowledgment reach the customer before the receipt of the goods, the favorable effect of such a letter will be worth more than the time and labor required to write it.

With many firms the custom is to acknowledge an order by sending an invoice, but unless the invoice states the date or probable date of shipment, the purchaser is left in a state of uncertainty and suspense not by any means desirable, as his customers are quite apt to charge him with a delay, for which the shipper or the transportation company may be responsible.

## EXERCISES.

1. Observing the arrangement of the specimen letter on page 35, write a letter and address an envelope to J. H. Lansing, Boston, Mass., ordering, by American Express, ten copies of Watson's Readers. Numerals are usually employed in orders, instead of writing the number in words, as, 10 for ten. Sign your own name to the letter.

2. Write a letter and envelope to Eugene Slocum, Malden, Mass., ordering four Wire Tooth Rakes and seven Corn Cultivators, to be shipped by freight.

3. Write a letter and envelope addressed to P. H. Gardner, Dayton, O., ordering two dozen number five Ice Cream Freezers, three dozen number two Dairy Churns, and one-half dozen number one Rotary Pumps. Numerals and abbreviations should be employed as follows:

2 doz. No. 5 Ice Cream Freezers.

3 " " 2 Dairy Churns.

$\frac{1}{2}$  " " 1 Rotary Pumps.

When the kind of goods ordered is so well understood that no liability to error exists, such an order might be still further abbreviated, as:

2 doz. No. 5 I. C. Freezers.

3 " " 2 D. Churns.

$\frac{1}{2}$  " " 1 R. Pumps.

4. Order by letter, of Ingham, Black & Co., New York, 24 Robinson's Practical Arithmetics, list price 75¢; 12 Swinton's Fourth Readers, list \$1.25; 6 Webster's High School Dictionaries, list \$2.50; and 12 gross No. 1 Pens, list \$1.10. You receive a discount of 10 and 5 per cent. from the list prices. Write the order.

5. Write a letter to F. R. Jameson & Co., Boston, ordering 2 pieces Black Dress Silk, 3 pieces Ponson Silk, 2 pieces Black Dress Velvet, 1 piece Black Trimming Velvet, 2 pieces Black Satin, 1 piece Teillard Silk, and 2 pieces C. L. Gingham.

Request that the goods be shipped by earliest express. The greatest care should be taken that the order be correctly made.

6. Copy the following letter, giving to each of the different parts its proper position:

Buffalo, N. Y., June 20, 1889. Messrs. Lemon, Bache & Co., 443 Greenwich St., New York City. Gentlemen,—Please send per Merchants' Dispatch, N. Y. C. & H. R. R. R., original boxes (there is less breakage where you do not have to repack) 4 cases 14 x 26 French Plate clear; 5 cases 12 x 24 French Plate clear; 18 cases 12 x 22 French Plate clear. The 4 cases to be first quality, double thick; the rest second quality, single thick. We prefer you would not draw on us, as we will remit at maturity (four months from date of bill) or add interest if we do not. Yours truly, The Standard Chem. Co. per (your own name).

7. Write a letter ordering three different articles, giving shipping directions, and state when and how you will make payment.

8. Write a letter to White Star Oil Co., Olean, ordering the following goods, if they will furnish them at prices you quote. Instruct them not to forward goods unless they will warrant that you will receive them within twenty days. Also instruct them to ship C. O. D., if they prefer, or you will remit upon receipt of goods, if they allow you the usual two per cent. off for cash. 2000 Gallons White Neutral, 16 cts., F. O. B., Olean. 600 Gallons Filtered Neutral, 17 cts., F. O. B., Olean.

Avon, O., Feb. 24, 1890.

Mr. Edward Sanborn,

Minneapolis, Minn.

Sir, Please ship us  
at once by fast freight

800 bbls. "XX" Flour.

Respectfully,

Pratt, Hart & Co.



Mr. Edward Sanborn,

Minneapolis,

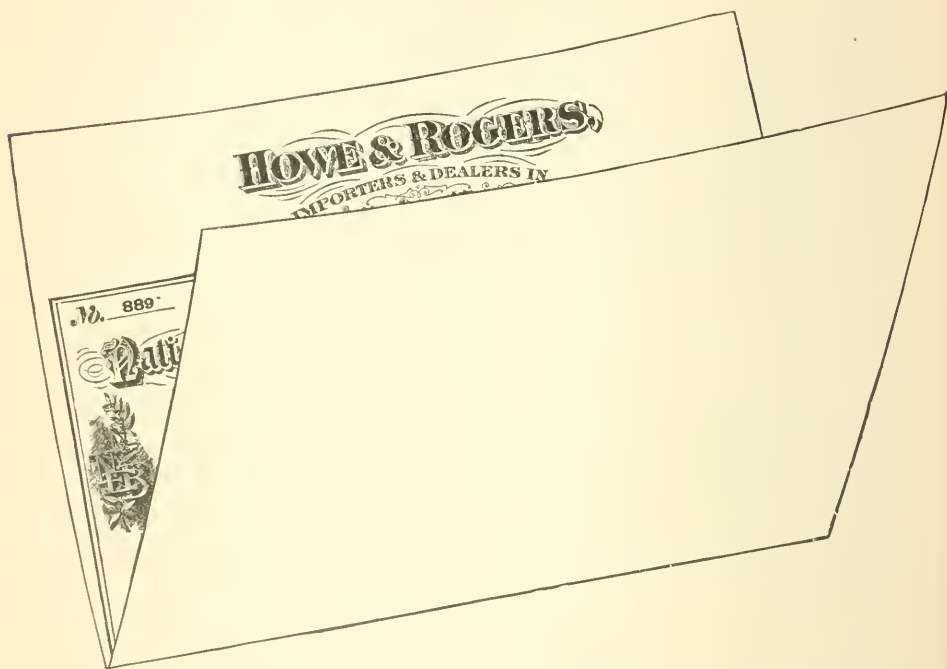
Minn

## LETTERS CONTAINING INCLOSURES.

A Letter Containing an Inclosure should explain what the inclosure is, and if it be a remittance, should state the amount and whether it is a note, draft, check, or money order, also how it is to be applied. The letter of reply should acknowledge receipt, and if the remittance has been made in payment of an account, or a note, should inclose the bill receipted or the note cancelled.

The inclosure in either case, especially when in the form of a note, draft, or check, should be folded within the letter, as shown in the accompanying diagram. It should not be placed within the envelope separately, as it is liable to be cut or torn when the letter is being opened, or to remain within the envelope after the letter is removed, causing delay and inconvenience, and sometimes loss.

DIAGRAM OF LETTER WITH INCLOSURE.



**Promptness.**—A very important factor in correspondence is the promptness with which letters requiring reply are answered. This is true of all correspondence, social or business, but in no class of letters is promptness more desirable than in letters acknowledging remittances. The correspondent who sends a remittance by mail knows about how long it will take his letter to reach its destination and when he should receive an acknowledgment of its receipt, and if even a day longer than the necessary time elapses, he does not fail to note the delay, though he may not think of mentioning it; and on the other hand he is just as sure to note the promptness of parties who systematically acknowledge all remittances on the date of their receipt. The man also who always remits promptly is sure to please his correspondents, and they will invariably be found ready to overlook any defects in his letters, or to extend him favors, although, it may be added, such a man is usually the last to find it necessary to ask for favors.



There is great diversity of practice among business letter-writers in the use of capital letters in expressing an amount of money in a letter, as well as in such commercial documents as notes, drafts, and checks. It is believed, however, that the custom prevailing with those whose opinion and example naturally command the greatest respect, is to capitalize every word, unless the amounts be very long, and write the cents as a fractional part of a dollar; as, Nine Hundred Sixty-one and  $\frac{4}{100}$  Dollars. In writing a letter it is also a common and commendable practice to repeat the amount in numerals, in parenthesis, after writing the amount in words, thus: Four Hundred Forty Dollars (\$440).

## LETTER INCLOSING REMITTANCE.

Rochester, N.Y., June 14, 1889.  
 Mr. James Dunning,  
 Dinton, N.Y.

Sir: We enclose a New York draft for Seventy-nine Dollars (\$79.<sup>00</sup>), payable to your order, to balance our account to date. Please send us a receipt and oblige.

Yours truly,

Henry Joiner & Co  
 per H. J. Fry.

## NEW YORK DRAFT.

No. 949	<b>Farmers National Bank,</b> OF ROCHESTER.	
	ROCHESTER, N. Y., June 14, 1889.	
Pay to the Order of	James Dunning	
	Seventy-nine	
	Dollars,	
To First National Bank	New York	Robert H. Brown, CASHIER.
\$79. <sup>00</sup>		

## EXERCISES.

1. Write a letter to James D. Johnson, Dickinson, Cal., informing him that you have effected a lease of his farm for a yearly cash rental of \$600, to William B. Hovey, whom you know to be a capable and reliable man. Inclose a draft on New York for the amount of the first quarter's rent, less your commission of two per cent., \$12, for transacting the business. Write the draft as well as the letter.

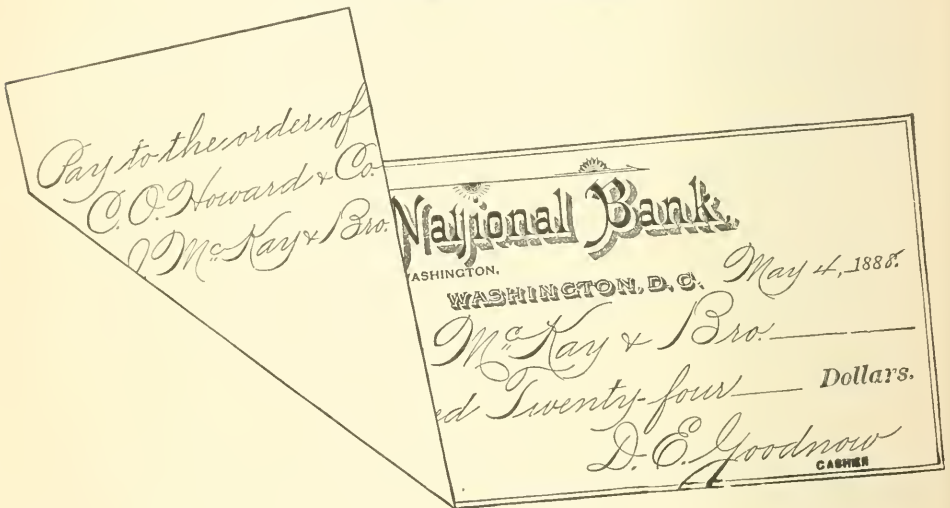
2. Write a letter to Harper & Brothers, Franklin Square, New York, inclosing an American Express money order for Four Dollars, for Harper's Magazine for one year, saying that you desire the subscription to begin with the first number of the present volume.

3. Write the letter that should accompany a remittance of a check for Three Hundred Dollars and a note at thirty days for Two Hundred Dollars on account.

4. Write a letter to Benton & Brown accompanying the proceeds of the sales of Consignment No. 4. Remittance sent by a New York draft. Amount of draft Nine Hundred Sixty-eight Dollars. Thank them for favor, etc.

5. Write a letter to Warren L. Morrison, Dover, Miss., inclosing a draft drawn by the First National Bank of your place upon the Chemical National Bank of New York for \$300.00, in settlement of account. Write the draft made to your order and indorsed by you to Warren L. Morrison. See illustration below.

## DRAFT SHOWING INDORSEMENT.




The advantage in having a draft sent as a remittance made payable to your order is that, by indorsing it payable to Morrison's order, he will also be required to indorse it before he can either collect or negotiate it, and his indorsement shows that he has received from you the amount of money covered by the document. In the absence of any other acknowledgment of the remittance, this draft, which may be procured within any reasonable time from the bank by which it was drawn, is the very best evidence of payment.

A draft or check used for the purpose of making a remittance by mail should never be made payable to bearer, either on its face or by blank indorsement, as such paper, in the hands of dishonest persons, is much easier to negotiate than if payable to order.

6. Write a letter to J. W. Fleming & Co., 93 Great James Street, Toronto, Ont., inclosing your check on the Fifth National Bank of your place for \$961.45, the amount of your note of \$900 and interest, in their favor. Write the check as well as the letter.

7. Write a letter to Byron N. Sherman, Geneseo, Ill., inclosing your note for \$596.73, on account, at three months from date, payable at Baldwin & Co.'s Bank. See form of note below.

## PROMISSORY NOTE.

	\$ 406. <sup>45</sup>	ROCHESTER, N. Y., <i>Sept. 21, 1884</i>
	<i>(Nine days)</i> AFTER DATE <i>we</i> PROMISE TO PAY	
	TO THE ORDER OF <i>James H. Bardell</i>	
	<i>Four Hundred, Six</i> ——— <i>45/100</i> DOLLARS,	
	AT <i>Powers National Bank,</i> VALUE RECEIVED.	
NO. <i>29.</i> DUE <i>Oct. 3, 1884</i> <i>Lewis &amp; Jamieson</i>		

8. Write a letter to Brown, Taylor & Co., 110 Beacon St., Boston, Mass., inclosing One Dollar in currency, for 1 copy of "Eminent Americans," by James Hart, cloth, 240 pp.

Ingham, Black & Co. send you a statement of account, of which the following is a copy:

## STATEMENT.

*New York, July 1, 1889.*

*Mr. Student,*

In account with INGHAM, BLACK & CO., Dr.

EDUCATIONAL PUBLISHERS.

Terms, 30 days

1889				
June 2		To Wdsos., per Invoice,		52 33

If the above is correct, please remit to our draft at sight on the 15th inst.

9. Write a letter to Ingham, Black & Co., inclosing a draft on Third National Bank, New York, for the amount of the foregoing statement. See form of draft on page 37. Acknowledge in the letter the receipt of a circular describing their Silverine Pen, and inquire as to its merits compared with the No. 1.

10. You receive a letter from Ingham, Black & Co., acknowledging receipt of your draft and explaining that the Silverine Pen is somewhat more flexible than the No. 1, and that it is regarded as more durable, being less susceptible to the corrosive properties of ink. Write the letter of Ingham, Black & Co.

An **Invoice** is a written statement in detail of articles sold. It should state the date of the sale, the names of the buyer and seller, the terms of credit, the name, quantity and price of the articles, and the total amount. The invoice is said to be receipted when the words "Received payment," or the word "Paid," and the seller's signature have been written at the bottom.

Copy the following invoice, exercising the utmost care in penmanship, figures, and arrangement.

# INVOICE OF GOODS.

*Boston, Mass., Dec. 16, 1889.*

*Messrs. Geo. P. Austin & Son,*

*Corneant, Va.,*

*Bought of F. R. Jameson & Co.,*

*Dry Goods Importers and Dealers.*

2 yds.	Black Silk, 86", 74"-160",	5 <sup>50</sup>	562	63	
3 "	Ponson " , 82", 84", 91"-255",	27 <sup>5</sup>	710	88	
2 "	Black Dress Velvet, 27", 24"-57",	9 <sup>00</sup>	465	75	
1 "	" Ticking " , 24",	3 <sup>00</sup>	73	50	
2 "	" Satin, 68", 71"-139",	22 <sup>5</sup>	314	44	
1 "	Teillard Silk, 91",	8 <sup>10</sup>	283	65	
2 "	Cl. Ingham, 33, 34"-67",	8 <sup>4</sup>	538	2416	28

11. It is not customary for a letter to accompany an invoice, unless some deviation has been made from the order. Assuming that the Ponson Silk, included in the order, is of a little better grade than Austin & Son have purchased before, and costs twenty-five cents more per yard, you will write a letter to accompany the invoice, explaining these facts, and expressing the hope that the goods will prove satisfactory. The letter should be signed F. R. Jameson & Co. per (your own name.)

Acknowledgments are frequently made by filling out printed blanks similar to the following:

## ACKNOWLEDGMENT.

INGHAM, BLACK & CO.,  
PUBLISHERS OF  
Standard School Text Books.

New York, *July 6, 1889.*

Mr. *Student,*

*Milwaukee, Wis.*

DEAR Sir,—

Your favor of the *3<sup>d</sup>* is received, with  
inclosure as stated, *Fifty-two and*  $\frac{33}{100}$  Dollars,  
for which accept our thanks.

Yours respectfully,

INGHAM, BLACK & CO.

# *52.33.*

*Per W.*

REMARKS:



## LETTER REQUESTING A SPECIAL FAVOR.

Indianapolis, Ind;  
March 15, 1890.

Messrs. C. Evans & Son,  
Detroit, Mich.

Gentlemen;- For some months past our trade has not been as brisk as our experience of former years gave us good reason to expect at this season; and if you will permit us to draw on you at ten days for one half the amount of your account, we will be glad to extend payment of balance to Oct. 15.

We have deferred asking any favors of our patrons as long as possible, in the hope that business might improve, but heavy obligations maturing on the 25th and 30th insts., begin to cause us some anxiety and we believe you will understand the circumstances causing the unusual request we make. Please wire reply at our expense and oblige

Yours respectfully,  
Foster, Manning & Co.

## LETTERS REQUESTING SPECIAL FAVORS.

A letter making a request of any kind should approach the subject in a direct manner. The nature of the request should usually be stated at the outset, and if any explanation of the circumstances which occasioned it is needed, let such explanation follow, and be brief and to the point.

If it should become necessary to write a letter asking for a remittance on an account not yet due; for the privilege of drawing on a prompt-paying customer

earlier than the usual time; for an extension of time on an account or other obligation, or for an unusual favor of any kind, special care should be exercised in the manner of presenting the request.

The wording of such a letter might easily be such as to strain business relations, even though there be nothing unreasonable or unbusiness-like in the nature of the request. The tone of such letters is governed by the urgency of the case, and the prominence the writer considers it prudent to give to any sense of obligation he may be conscious of as due himself or his correspondent, and for these reasons it will be impossible to submit a specimen that will serve as an absolute guide. But it is believed that a study of the foregoing letter, and of the circumstances causing it, will furnish a fair idea of how to proceed in writing letters embodying similar requests.

### EXERCISES.

1. Make an exact copy of the engraved letter on preceding page.

Write letters asking for remittances assigning the following reasons:

2. Because some of your customers, who are usually prompt pay, are delinquent and have disappointed you.

3. Because of a prolonged strike of employees, retarding business.

4. Because of an epidemic, as the yellow fever, prostrating trade.

5. Because of the unexpected failure of one of your principal patrons, who has made an assignment, from which you shall not be able to realize more than 25¢ on the dollar.

6. Write answers to Nos. 2 and 5, stating in each case that you would be glad to comply with the request, but that you are unable to do so, for reasons similar to those stated in your correspondent's letter.

7. Write replies to Nos. 3 and 4, inclosing New York exchange for one-half the amount of your account, and stating that, if business holds out as you expect, you will be glad to remit the balance in thirty days.

8. Write a letter to J. W. Cogswell & Co., Albany, N. Y., asking an extension of time, sixty days, on one-half of your account of four hundred twenty dollars due the 10th inst. Say just when and how you will pay, if they will be so kind as to grant your request.

9. Write a reply to the above, granting the request willingly, on account of previous prompt payments, referring to other favors, with assurances of perfect confidence in the ability and disposition of the writer to pay his accounts.

10. Write a reply to No. 8, declining to grant request, but reluctantly offering to extend the time thirty days on one-half the account, with the positive understanding that it be paid at that time.

11. Write a letter in answer to engraved letter of Foster, Manning & Co., shown on page 42. Grant the request, asking them not to draw, and saying that the amount called for will be sent by New York draft in next mail.

12. Write a letter in answer to letter of Foster, Manning & Co., saying you cannot grant the request. Give reasons for your action.

## LETTERS OF INTRODUCTION.

A Letter of Introduction, in which a person simply introduces one business acquaintance to another, does not require any words of commendation; the fact that the letter is *given* is usually considered as an indorsement of the bearer, and the greatest caution should therefore be exercised that the person introduced be one who can safely be indorsed.

Letters of introduction should not be sealed, for the party introduced has a right to know what the letter contains.

The following is a proper form of a letter of introduction :

Mr. J. A. ST. CLAIR,  
19 Adams Street,  
Joliet, Ill.

Troy, N. Y., Aug. 23, 1889.

*Dear Sir,*—This will introduce to you my friend, Mr. J. S. Brim, who represents the Hall Manufacturing Co., well known to you as leading casket builders, and who intend to erect a warehouse in your city,

Any assistance you may render Mr. Brim in his search for a site will be greatly appreciated by me.

Yours very respectfully,  
A. B. CANFIELD.

## EXERCISES.

1. Write a letter to Mr. L. W. Craig, 1414 Troost Ave., Kansas City, Mo., introducing your friend Mr. David C. Glass, who is looking for a place to locate in business there.

2. Write a letter to Mr. James P. Willis, Secretary of the Board of Trade, Fremont, Nebr., introducing your friend Dr. W. J. Howe, a recent graduate of Bellevue Medical College, New York, who has commenced to practice medicine in his city.

## LETTERS OF INDORSEMENT.

A communication introducing a business acquaintance, who wishes to open trade with the party addressed, should be very guardedly worded. It is very easy for the writer to incur a moral obligation to perform agreements made by a bearer of such a letter, if, indeed, he does not become legally liable. If the person requesting such a letter is known to be financially responsible, and a man of irreproachable character and business ability, but little risk of any kind is assumed; but, unless he is known to possess such qualities, the letter had better be withheld.

Letters of indorsement should not be sealed if given to "bearer."

The following is a safe and proper form:

Office of  
BILLINGS, MONTGOMERY & CO.,

PHILADELPHIA, PA., June 16, 1889.

JAMES C. MORSE & Co.,  
Meriden, Ct.

*Gentlemen,*—The bearer, Mr. Robert C. Springer, is preparing to engage in a general hardware and house furnishing goods trade, in Duluth, Minn., and visits you for the purpose of examining your stock of pressed and plated ware.

Intimate acquaintance with Mr. Springer's energy and business ability, as well as knowledge of the excellent field for trade in which he is about to locate, convinces us that you will find it profitable to extend him every reasonable courtesy.

Very respectfully yours,

BILLINGS, MONTGOMERY & Co.

## EXERCISES.

1. Write a letter to W. H. Gould & Sons, wholesale dealers in crockery and china ware, Providence, R. I., introducing Mr. Charles J. Hunter, who intends to carry a line of their goods in addition to his present stock of groceries. Refer to Mr. Hunter's career as a merchant, and mention reasons for your confidence in him.
2. Write a letter to the manager of the Great Western Type Foundry, Chicago, Ill., introducing your friend Mr. James H. Fields, who has been connected with the "Morning Herald" of your city for several years, and is about to open a general printing establishment in Helena, Mont.

## LETTERS OF RECOMMENDATION.

The utmost caution should be exercised in the preparation of a letter of recommendation. While the natural impulse of every kind-hearted person is to write such a letter when called upon, especially by one in whom he feels interested, and the temptation is often strong to give the virtues of the applicant all the prominence warranted by fact, and to ignore his weaknesses, it should be borne in mind that such a transaction may have a wider significance than was intended. The applicant might be intrusted with duties or responsibilities, upon the strength of such a letter, which the writer did not suppose were within his reach, and the person or firm engaging him might be subjected to great inconvenience or loss through his incompetency or dishonesty. Thus the applicant, instead of having been benefited, as the writer hoped, would be disgraced, and the writer's reputation for good judgment, and perhaps for veracity, would be lost.

If the applicant for such a letter merits commendation, it should never be withheld; but it should never state more than the most conservative man into whose hands it may fall will find amply justified. If a letter of recommendation is to be delivered by the party recommended, it should not be sealed. The engraved letter of recommendation on next page is believed to be in good taste and form.

## EXERCISES.

1. Make an exact copy of the engraved letter of M. E. Keeler on page 46.
2. Write the letter of J. B. West. Son & Co. to M. E. Keeler, making inquiry regarding Henry Will. Write the letter in such form as will make the answer of M. E. Keeler appear complete and consistent as a reply.
3. Write a letter to John H. White & Co., Newton, Ia., commending William H. Browning, who has been in your service during the last two years, and who has proved himself a thoroughly competent book-keeper and correspondent, as well as a man of excellent business judgment. He leaves you owing to a change in the proprietorship of your business.
4. Write a letter to your former employer, Mr. John H. Crane, Lewiston, Me., asking for a letter covering your connection with his business, and requesting him to speak, if possible, particularly of your application to duty, and your ability as a salesman.
5. Assuming that a reply has been received from Mr. Crane, inclosing a satisfactory letter of recommendation, you will write a letter to him in reply, expressing your appreciation of his kindness.
6. You will also write the letter which you are supposed to have received from Mr. Crane.

Utica, N.Y. Oct. 29, 1894.

J. B. West, Son, & Co.,  
Allentown, Pa.

Gentlemen, Your letter of inquiry of the 22d inst. regarding Mr. Henry Will is at hand.

Mr. Will was in my employ four years and I am pleased to say that his conduct was such as to gain for him the respect and confidence of all with whom he came in contact. By his attention to every duty, and above all by his strict integrity, he won my highest esteem. On account of failing health he was obliged, much to my regret, to resign his position.

I am,

Yours very respectfully,  
M. E. Keeler.



**Open Letters of Recommendation** are such as are intended as passports to the business circles in which the writers move. They are usually addressed: To the Public; To the Business Community; or, To Whom it may Concern; as:

*Office of the*

BIRMINGHAM ROLLING MILL,

BIRMINGHAM, ALA., June 18, 1889.

*To Whom it may Concern,—*

This is to certify that the bearer, Mr. John D. Cone, has served this company during the last year in the capacity of book-keeper, and that he has been found capable, faithful and honest. He leaves us by the advice of his physician, to engage in more active employment.

Cordially commending him to public favor and individual confidence, we are

Respectfully,

BIRMINGHAM ROLLING MILL,

per Robt. H. Carman, *Sec'y.*

## EXERCISES.

1. Write a letter recommending Miss Jennie E. Wilder, who has superintended the millinery department of your dry goods establishment for several years, and who has been found very faithful and efficient. Mention your regret at Miss Wilder's decision to leave, and state her reasons for doing so.

2. Write a letter of recommendation for Mr. Johnson L. Hibbard, who has very acceptably occupied the position of foreman in your wheel works for some time. State that you would be glad to retain him in your service, but that he has decided to go west.

## LETTERS OF APPLICATION.

**A Letter of Application** should be written with the utmost care and precision. The writer should subject every portion of his letter to the closest scrutiny before allowing it to pass out of his hands, bearing in mind that the experienced eye of the business man will detect the slightest error, and that he will not only judge of its merits as a mechanical production, but will quickly form his estimate of its author. If the letter is characterized by assurance or boastfulness, it is not likely to be regarded with favor; and again, if the writer speaks very timidly or diffidently regarding his qualifications it is liable to tell against him, as indicating a lack of push and energy.

The following suggestions regarding the writing of letters of application are offered:

Write your letter of application *yourself*, and do not apply for a position you have doubts about your ability to fill.

Write respectfully and modestly, but frankly, stating your qualifications, without either boasting or cringing.

Be sure that the form of the letter, the grammatical construction of the sentences, the punctuation, spelling, and use of capitals, are correct.

Let the writing be neat and legible, and the letter be absolutely free from blots, erasures, and interlineations, even if you are caused to rewrite it over and over.

If, as is sometimes the case, a party making a personal application is requested to write a letter of application then and there, he must simply do his best to keep his thoughts collected, and put into practice, as far as possible, the suggestions offered.

A letter of application, in reply to an advertisement, should state when and where the advertisement was seen, should make application for the position advertised, and should answer all the requirements called for.

The tendency is common, among fresh graduates of schools and institutions of all kinds, to make the fact of their graduation their sole recommendation in applying for any position. The fact is, every school inevitably graduates some who just manage, by hook or crook, to get through, and these are the ones who go up and down the land flourishing their diplomas and demanding that the business world recognize them. A diploma from a good school is a good thing and a life-long satisfaction, but business men are apt to pass by a young man who depends too much upon a diploma as an evidence of what he can do.

### EXERCISES.

Write answers to the following genuine newspaper advertisements:

1. **WANTED.**—A young man to assist in office and who is competent to keep books. Address, H. C. G., Letter Carrier 4.
2. **WANTED.**—Bright, intelligent boy, for office; must write a good hand and figure correctly. Wages \$9. Address, with references, Post Office Box 1526.
3. **WANTED.**—A young lady stenographer who understands bookkeeping. Address, in own handwriting, G. C. H., Letter Carrier 6.
4. **BOOK-KEEPER AND CORRESPONDENT.**—Wanted, a book-keeper, competent to keep the accounts, and assist in conducting the correspondence of an establishment. Address, stating experience and giving references, "Business," care of this office.
5. **WANTED.**—A young man 18 or 19 years of age, to act as billing clerk. Must write a good hand. Address, giving references and experience, Drawer 206.

6. Write a letter to Hogg, Brown & Taylor, Boston, Mass., applying for a position in their office, saying you have heard there would be a vacancy soon. Give references and state experience.

7. Write to the chairman of the Board of Education, Nunda, Ill., applying for the position of principal of the public schools of that place. State what experience you have had in teaching, what grade of certificate you hold, what reference you can give, etc.

8. Make application, by letter, for a position as traveling salesman for the Johnson Manufacturing Co., Jersey City, N. J. Give references, state experience and what territory you are familiar with, and ask for a personal interview.

9. Write a letter applying for position as first mate on lake steamer *Ben Hur*. Address letter to Union Steam boat Co., Chicago, Ill., giving such particulars as would be likely to be required.

10. Apply for position as manager of millinery department of Smith Bros., & Smith's dry goods store. Give such particulars as would usually be required.

11. Apply for a position as cashier for J. H. Bonny & Co's clothing house.

12. Apply for a position as teacher in a commercial college. Say what branch you think you are best qualified to teach and the one in which you are most deficient.

13. Write a letter applying for some position you would like to obtain.

## PERPLEXING BUSINESS LETTERS.

The business man is frequently confronted by circumstances that make the writing of explanatory letters a very difficult task; and perhaps the most perplexing ones to write are those regarding complaints or misunderstandings, in which it may become necessary to conciliate or censure persons whose business and good will it is desired to retain. Misunderstandings sometimes arise in business, and careful treatment of disputed points at the critical time may effectually avert difficulties which another course might precipitate. The complications that may arise in any business are peculiar to itself, and no correspondent is competent to deal with them until he has acquired a good knowledge of the business, and of the parties with whom he is dealing. Sometimes, though rarely, a man may be subjected to so much trouble and annoyance by the unbusiness-like methods of another, that he ceases to care whether business relations are sustained or not, and writes very pointedly; this could not excuse or justify him, however, in descending to write anything discourteous.

**Dunning Letters.**—The composition of an effective dunning letter is many times a very perplexing task, and requires much skill. Such a letter, to be perfect in its wording, must not only obtain the money due, but accomplish this, if possible, without offending the delinquent debtor. As a rule such letters should not be abrupt or blunt, but should courteously and clearly state the circumstances and give the best existing reasons for the request, and especially should not be dictatorial or imperious in tone. If it become necessary to suggest the using of forcible measures, this suggestion should usually be put in such form as will not be construed as a threat but rather a reluctant act that the force of unavoidable circumstances necessitates.

**Letters of Censure.**—Letters of censure should always be written with care, that they may accomplish their purpose without giving undue offense. Such letters should never be written without abundant provocation and unless they are likely to accomplish some desirable purpose.

The following letter, to an agent who has exceeded his instructions, is an illustration of this class of letters:

SECRETARY'S OFFICE,

PITTSBURGH, Pa., Aug. 13, 1889.

Mr. J. H. BARTRAM,  
Brooklyn, N. Y.

*Dear Sir,*—Acting upon advice from the Company, I write this letter to call your attention to rules 4 and 5 of our "Instructions to Managers." While the Company recognizes and duly appreciates ambition on the part of its agents looking to the legitimate building up of its business, yet it objects most emphatically to their pursuing any policy other than that prescribed in its rules, even though a temporary gain may result therefrom.

Such a course, we regret to note, is still being followed in your office, in violation of the spirit and letter of the rules above quoted. After we had once signified our disapproval of this course, which you will find in our letter to you under date of May 15, we had hoped that we should not have occasion to refer to the matter again, especially in view of your otherwise faithful and satisfactory services. But in this we have been disappointed, and I am now authorized to notify you that if your methods in the future conduct of our business in your office do not conform to our wishes, as expressed in our rules, we shall be compelled, very much against our inclination, to ask for your resignation.

Respectfully,

JOHN D. MILLS,  
Sec'y.

## EXERCISES.

1. You are a wholesale hardware merchant, and one of your traveling men is not sending in as large and frequent orders as you are justified in expecting from him, considering the season, the salary he is getting, and the territory assigned him. You have compared his sales with those in the same territory during his former trips, and find he is falling below all previous records; whereas, the general prosperity of trade naturally causes you to look for a considerable increase in his orders. Write a letter stating the above facts as mildly as possible, and tell him you are willing to listen to any explanation he may give for the light business he is doing, and to allow him a little time to improve before permitting yourself to believe he is responsible for it. Make him feel that you are writing a letter of complaint, but expressed in such moderate terms that he will understand you are disposed to be patient with him.

2. Write a reply from the salesman, admitting that he was aware of the comparative condition of his sales before receiving your letter, and that he is at a loss to account for it, unless it is due to last year's overstocking; that he has never worked more faithfully in past years than he is now working, and that, if you will permit it, he would like to report in person some time soon and talk matters over with you.

3. Write to the salesman in a different strain from the first letter, but stating the same facts. Charge him with lack of energy, and tell him that you cannot afford to continue him in his position if the situation does not begin to improve speedily. Be careful that, in your censure of his slackness in business, you write nothing disrespectful.

4. Write the salesman's reply, in which he refers you to a former letter asking for a rest for a week or two, and stating that the present trip has been a very trying one in some respects (mention them), and that he cannot hold out any hope of doing better unless he be allowed a time for rest and recuperation. Write in a strain that indicates injured feelings, but free from undignified language.

5. A customer who buys freely, but is sometimes slow in remitting, is more than usually delinquent, several amounts being considerably overdue. He has received several statements of account with request to remit, but has paid no attention to them. Write him a dunning letter, pressing him for payment as closely as you think you can without offending him. The two points that have about equal weight with you as you write are, that you really need the money, and that you do not wish to lose his trade.

6. You are a shoe manufacturer and guarantee certain lines of your goods. A customer writes that the goods he bought of you are not equal to your agent's guarantee (mention particulars), and claims a discount according to the terms of his purchase. Write the letter of your customer.

7. Write a reply to the foregoing letter. The circumstances are these: You are not very well acquainted with this customer, not having dealt with him until recently, and you do not know how much confidence to place in his honesty and fairness in making his claim, and you write him evasively but courteously, stating that you will hold your decision until you have seen Mr. True (your agent), but assuring him that whatever agreement Mr. True made with him shall be faithfully fulfilled.

8. You are engaged in the manufacture of farming implements, and receive a letter from a distant firm enclosing a large order, the first they have ever sent you.



The task of replying is rather delicate and difficult, because you wish to secure their trade, but you cannot satisfy yourself as to their standing, and you do not wish to run any risk. Tell them that, while you would like to do business with them, yet as they are strangers to you and have no report in the commercial agencies' books, you will be glad to fill their order C. O. D.

9. Write a letter and reply regarding some troublesome business matter, supplying the circumstances from your own experience or observation; as, for example, rival companies or agents infringing upon each other's rights, losses caused by delays in shipment, etc.

10. Write a letter to J. Wood Davis, calling his attention to the fact that his account is now past due, and asking for a remittance.

11. Write the second letter, one month later, again calling Mr. D.'s attention to his unpaid account, referring to former letter from which you have had no response, and asking for at least an explanation. Give the amount of indebtedness in letter.

12. Write a third letter to Mr. D., referring to two former letters, and inform him that if you do not receive a remittance or a satisfactory letter of explanation within ten days you will be obliged to try other means to collect the account.

13. Write a letter in answer to No. 12, making some kind of an explanation of the matter.

## TELEGRAPHING.

The writing of telegraphic dispatches or telegrams is a peculiar branch of composition and requires special practice. The matter of importance is to say the most in the fewest words, and this is done without regard to ordinary rules of composition. No salutation or complimentary closing is usually employed, as in letters, and any words may be omitted from the message that will not leave the meaning indistinct. Beginners should first write the message out in full, and then strike out all words that will not affect the clearness of the meaning of the remaining words, till the matter cannot be further reduced or the required brevity is reached, and the message should then be copied. Nothing is gained by reducing a message below ten words, as the charge is the same for a less number; but an additional charge is made for every word above ten, and hence the necessity for condensation.

Numerals and characters in the message must be written in words. For example, "80%" must be written "eighty per cent," "\$50"—"fifty dollars."

An order for goods by telegraph especially should not be so brief as to sacrifice clearness of statement. The language should be made as concise as possible, but obscurity or uncertainty of meaning should not be allowed to arise from an undue cutting down of the number of words. A telegram is resorted to only when time is to be gained and business hastened, and to insure this the wording must be unmistakable.

The following actual circumstance forcibly illustrates the danger of the extreme shortening of a dispatch:

The price of wheat delivered at Rochester was asked for by a Rochester broker. The reply was wired from Chicago in these words, "Ninety-four Rochester." The receiving operator misspelled *four* and made it read, "Ninety for Rochester," on which basis a purchase was made, and the broker lost \$85 in the transaction, involving a suit to recover from the telegraph company. Had the little word "at" been inserted, the trouble would have been prevented, as "Ninety ~~for~~ at Rochester" would have been meaningless.



Even when the dispatch requires more than ten words, it is poor economy to incur the risk of mistake, delay, or loss by the obscurity of a message which the use of a few more words, at a slight expense, would obviate. On the other hand, a needless multiplying of words when a less number would answer the purpose is to be discouraged on general principles. The faculty to express one's meaning clearly in a few words is desirable in all business correspondence, but especially so where the transaction of business involves the use of the telegraph.

For instance, the following dispatch :

"When will you ship balance oak timber we ordered last month? Answer before five this afternoon. Contractor must lay off his men to-night. Wants to tell them when to return,"

can be made to convey all the information the lumber merchant requires or cares to receive by writing the following :

"When will you ship balance oak ordered last month? Answer before five to-day. Contractor must notify men."

Or again :

"Your offer to take our stock of Tapestries at twenty per cent. discount accepted. Will ship first lot to-morrow. Cannot ship balance till next week,"

may be reduced to

"Offer for Tapestries twenty off accepted. First shipment to-morrow. Balance next week."

It is not always desirable that a message be intelligible to others than those interested. For instance, a dispatch reading as follows: "Paid Harrison ninety to-day," might mean that Harrison was paid \$90 on account, that he was paid ninety cents a bushel for wheat, or that he was paid 90% for railroad stocks, and yet be perfectly clear to the parties concerned, but unintelligible to outsiders, an element very desirable in many telegrams. In fact, no small portion of the telegraphing of the world is carried on in cipher, making it possible to communicate the most important intelligence and to discuss the most private affairs between points hundreds of miles distant from each other, with nearly as much safety and secrecy as they could be talked over in the private office. The cipher is used also to lessen the expense, as a word is often made to represent a sentence, or sometimes even an order for goods.

A brief message by telegraph is usually followed by a letter containing full particulars, and precedes the letter for the purpose of accelerating business, or withholding a decision. If such telegrams are not answered by wire, they should be noted in the reply letter in words similar to the following :

"Your letter of the 10th inst., confirming telegram of the 8th, received."

## EXERCISES.

Write the following telegrams:

1. Write a dispatch to Most & Stevens, Springfield, Ohio, ordering by American Express, to be sent at once, one No. 4 Mower.
2. Write a dispatch to Davis, Lord & Co., 90 Grand St., Chicago, asking them how they wish their order for paper of 1st inst. shipped.
3. Write a dispatch to Capt. E. P. Allen, Ypsilanti, Mich., saying you will pass through his place at 9 A. M., and that you would like to see him at the station.
4. Write a dispatch congratulating a friend upon his election as senator.

5. Write a ten-word dispatch to James Lawrence, Byron, N. Y., saying that yourself and brother and one trunk will arrive at that place at 6 P. M., and that you wish him to meet you at the station.

6. Write a dispatch to Willotson & Co., 94 Greene St., Cleveland, O., saying that the shipment of oats is not equal to sample, but you will accept if they will allow you a reduction of twenty dollars.

7. Write a dispatch to conductor of train 9, at Albion, N. Y., saying you left a satchel, marked with your initials, on train. Instruct him to forward it to Rochester at your expense.

8. Write a dispatch to your brother at Toledo, O., 464 Fourth St., saying that the frightful accident on the railroad on which you are traveling was on the train ahead of yours, and that you are safe and well.

9. Write a dispatch to Proprietor Hotel Brunswick, Cincinnati, O., asking him to reserve for you a good single room, one on the north side preferred, from Wednesday noon.

10. Write a dispatch to Howe, White & Co., Produce Exchange, New York, asking permission to draw at ten days for Five Hundred Dollars, and when they will remit if they do not wish to honor draft.

11. Write an answer to above, instructing you not to draw, and that they will remit in ten days.

12. Write a dispatch to your traveling agent, Mr. H. J. Sanford, Commercial Hotel, Toledo, Ohio, instructing him to skip Detroit, go on to Chicago, and return by the way of Pittsburg. Also state that a letter, which will give full instructions, follows.

13. Write a dispatch to H. W. H. Jaynes, 14 Stamford St., Providence, R. I., asking him to telegraph you, at once, an order for One Hundred Forty-two Dollars.

14. Answer the foregoing, saying order is sent, and that Richard Ripley will identify if necessary.

## A BUSINESS LETTER.

Bath, Steuben Co., N.Y.,  
Dec. 14, 188-

John D. Jennings, Esq.,  
Denver, Col.

Dear Sir,- I have just completed the sale of your house and lot at #49 Lewis St., to Mr. J. B. Howe, of this place. - consideration \$7954. In payment he assumes the mortgage of \$2675.00 and interest accrued \$54.00; gives you a second mortgage on the property for \$4000.00, his note, endorsed by Thomas Brown, Esq., for \$750.00, and the balance \$475.00 in cash.

I hope you will find the above entirely satisfactory.

Respectfully,  
O. K. Dunton

## MISCELLANEOUS EXERCISES.

1. Write a letter to your employer, resigning your position as shipping clerk. Give reasons for your action, and say that you would be glad to receive a letter of recommendation from him, if he considers you worthy of it.

2. Write a telegram, not to exceed ten words, to be sent to Messrs. Wright & Allen, Lumber Dealers, Buffalo, N. Y., countermanding your order for clear pine sent them yesterday. Tell them that a letter follows your dispatch.

3. Write a letter to a friend who has for some time used a graphophone in his

office in connection with a type-writer, asking him if he finds the graphophone adapted to and an aid in correspondence work, and what its special advantages are, or the objections to it.

4. Write an answer to the above.

5. Write the letter making the inquiries regarding stock, prices, terms, and references answered in the following letter:

144 EXCHANGE STREET,  
READING, PA., June 13, 1889.

J. B. FRENCH, ESQ.,  
Morning News,  
Savannah, Ga.

*Dear Sir,*—Your esteemed favor of the 9th inst. received. We can supply you with paper delivered at either Savannah or Macon, Ga., in carload lots, for  $3\frac{3}{4}$  cents per lb. cash,—settlements to be made each month for paper used the previous month.

We inclose you samples of our stock, and can refer you to any of the newspapers named in our circular, also inclosed. We would say that, apart from those who are under contract to us now, we have supplied within a few years past such papers as the N. Y. Herald, N. Y. World, and Philadelphia Item.

We are very careful in the preparation of our roll paper, regrinding a great deal of it to insure its perfect quality in every particular, and we have no doubt that our stock would be entirely satisfactory to you.

Yours respectfully,

THE SUPERIOR PAPER CO.

6. Write also a reply, inclosing a trial order.

7. Write a reply to the following letter, explaining the apparent neglect.

MANCHESTER, MICH., June 10, 1889.

S. S. COLTON,  
EMPORIA, KAS.

*Dear Sir,*—Our draft on you of May 29, for invoice of goods shipped for your account March 23 last, \$22.25, and goods delivered by Agent, 75 cts.—total \$23., has been returned to us with the indorsement, "No Attention."

The account being now some ten days or two weeks past due, we would request that you make us a remittance by N. Y. Draft or Money Order to balance same, by return mail, and oblige,

Yours truly,

STANDARD CHEM. CO.

8. Write a letter to a friend, telling him you are about to buy a type-writer, and asking his opinion of the different kinds on the market.

9. Write an answer to the above, recommending some machine, and giving your reasons.

10. Write to the publisher of some paper, asking him to change the address of the paper sent you. Give both addresses in full.

11. You have found, on a North Avenue street car, a large leather purse containing a twenty dollar gold coin, a ten dollar national bank note on the Bank of Middletown, N. Y., three silver dollars, and fifty-five cents in change. Write proper advertisement for the daily papers.

12. Write a letter to a friend in Cleveland, O., asking his opinion as to the value or practical utility of electricity as a motive power for street cars, as compared with horses.

13. Write an answer to the above.

14. Write a letter to an employee regarding his intemperate habits, saying you will regret to lose him, but that you cannot longer tolerate his weakness or vice, and that, unless there is a change for the better at once, you will be obliged to discharge him.



15. Write to a friend, congratulating him upon the success of a book written by him, that you have just read and are highly pleased with.

16. Write a letter to the patentee of a valuable invention, applying for the general agency for your state. Give references and experience, and what salary or commission you will require.

17. Write an answer to the above.

18. Write a letter from J. W. Atwater, Buffalo, N. Y., to W. H. Young, 642 Broadway, New York, asking him to be at the Long Distance Telephone office, 600 Broadway, on Saturday afternoon at three o'clock, as he wishes to talk to him five minutes on business matters.

19. Write the engraved letter of O. K. Dunton, page 54, in good form, making it as different in wording as possible from letter given, but expressing the same ideas.

20. Write a letter to the chief of police of Rockland, Ind., asking for any information regarding the character or financial standing of one H. C. Calhoun, a former resident.

21. Write an answer to letter called for above.

22. Write a letter to J. C. Lord, Esq., chairman Texas Congress of Commerce, St. Louis, Mo., stating you are advised that he is the proper person to whom to apply for guaranteed rates to San Francisco, covering the year. Mention a contract you have a prospect of obtaining, calling for about fifteen car loads of paper a month, but will not close it till rates can be settled upon, on account of the fluctuation in through rates. Ask him to advise you whether you can be protected in any way. Sign the letter, American Paper Co., per (your name).

23. Write a letter you are supposed to have received from a friend traveling in Europe, giving an account of the places he has visited.

24. Write a letter asking a customer to settle his account to some definite date, instead of sending small remittances on account. Book-keeper has great trouble and annoyance in rendering statements.

25. Write a letter to a patron who claims that his right to the exclusive sale of your goods given him by your Mr. Judson, is infringed upon by other dealers. Not knowing positively, write as fairly and in as conciliatory a spirit as possible, stating that Mr. Judson has no doubt acted in good faith, but do not commit yourself till you have seen Mr. Judson.

26. Write a letter to a railroad company regarding overcharge. Freight was prepaid to Denver and Denver agent paid additional charges, which were excessive. Ask to have the amount of the overcharge refunded.

27. Write a letter to agent. Report of sales does not agree with footing. Ask for explanation.

28. Write a letter expressing your approval of plan proposed by partner.

29. Write a letter explaining that the recent loss of stock, etc., by fire, will cause delay in filling orders.

30. Write a letter to publisher, stopping subscription to paper. Give reason.

TO TEACHER.—The following outlines will tend to develop originality, as they call for letters regarding actual circumstances.

31. Write a letter to your teacher, stating that you have been requested by your parents or guardian to ask that reports of your attendance, daily work and progress be sent to your home at regular intervals.

TO STUDENT.—Avoid as much as possible using the words and phrases employed in giving the exercises. Try to catch the ideas and clothe them in your own language. The exercises will become much more valuable to you if you follow this plan.



32. Write a letter to the principal of the school, giving your programme of study both in and out of school, your hours and methods of recreation, hours for retiring and rising, and any other information regarding the employment of your time.

33. Write a letter to the principal, giving an account of the last examination you had in book-keeping, law, arithmetic, penmanship, or other subject as the case may be. Give him your opinion as to any special value such examinations possess for you as a mental drill, review exercise, or any other benefit you derive from them.

34. You have received from your father, or guardian, a letter inclosing a check on the bank through which he usually transacts his business, to be applied by you in defraying your expenses. Reply to the letter, acknowledging receipt of check and stating what disposition you have made of it; whether you had it cashed by the secretary of the college, or obtained his indorsement so that the bank cashed it for you; whether you took a certificate for it, or what you did with it; and state that you are keeping an account of your receipts and expenditures, so that at the close of your term you can show him how the money supplied you has been used.

35. Write a letter to the principal, inclosing the bank check just received, and asking him to identify you by indorsement or to cash it for you as he prefers, and stating that if he prefers the latter, you will call at his office for the money at any time he will be kind enough to appoint.

36. Write a letter to your teacher, explaining that you wish to be absent from school for a week on a visit to your home. Briefly state the condition in which your work will be left if you go now, and tell him that you cannot see a better opportunity for breaking off for a week without interfering with your progress and discomforting him, but that if he has any suggestions to make you will be glad to receive them.

37. Write to the teacher from your home, stating that the sudden and serious illness of your father (or some other cause) will compel your absence from school for an indefinite period, but that as soon as you can learn with any definiteness the probable duration of your absence you will notify him. Ask him, in the meantime, to take charge of your books and papers.

NOTE.—The student is reminded to use language original with himself. It will be very easy to write almost the whole of this letter by simply introducing a few words to join the sentences as they stand in the exercise, and the teacher who accepts such work does his students great injury.

38. Write a letter to the teacher, stating that your lack in arithmetic or writing is so great that you think the best thing you can do is to drop all other work for a time and give your whole attention to the subject named. Ask his advice in the matter.

39. Write a letter to the principal, asking him to advise you as to your securing employment after completing the course. Tell him frankly what your inclinations or preferences are, and request him to give you his best judgment in the case, even if it antagonize your choice.

40. Write a letter to the principal, stating that you have completed the work of the course, and believe yourself to be entitled to the honors of graduation. Inclose the required fee for your diploma, and write your name as you wish it to appear thereon.

## SOCIAL CORRESPONDENCE.

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That the ability to write good business letters is a very desirable acquisition, and that its importance can scarcely be over-estimated, is unquestioned. But the ability to write desirable letters of friendship is also valuable, and a few suggestions are offered, important, we believe, not only to those who have acquired skill and readiness in the use of the concise, expressive forms of statement required in business correspondence, but also to that large class of persons not engaged in business, and who will have occasion to write few, if any, business letters.

All will have more or less of social or friendly correspondence, and while many persons may write suitable business letters, they may find it necessary to cultivate greater ease and felicity of expression in their social letters than the briefer and more exacting style at their office desks.

**Materials and Form.**—The paper and envelopes suitable for social correspondence are described on pages 7 and 8, and while the same general rules as to the form and position of the various parts of a letter apply here as in business correspondence, the difference in the size and shape of the sheet generally used, as well as in the familiarity of the communication, causes the social letter to differ somewhat in form from the business letter, as explained below.

**1. Heading.**—Form and position as in business letters illustrated on page 4.

**2. Address.**—When the address is given in social letters, its proper position is after the body of the letter on the line below the signature and commencing about half an inch from the left side of the sheet. The following form illustrates the proper position of the address:

I shall write you again soon after we reach the mountains, which will require about ten or twelve days, at our present rate of travel.

Your sincere friend,

T. T. FINLAY,  
Fort Wayne,  
Ind.

J. W. CARON.

Probably not more than ten per cent. of the social letters written in this country nowadays contain the address, the salutation being made to do duty for both. While in such correspondence as that between brothers and sisters, intimate friends, or schoolmates, the address may be unnecessary and may be omitted without offending good taste, yet there are many letters in which the address placed at the close shows a deference and imparts a tone of respect so fitting and appropriate as to render it very desirable to place it there. Letters to parents, or elderly relatives, and letters in general written to our seniors or superiors who favor us with social or friendly correspondence, may be included in this class.

**3. Salutation and Closing.**—The position of the salutation is on the next line below the date, commencing about one inch from the left side of the sheet. On page 14 are pointed out the ruling forms of salutation in business letters, with

reasons for their choice, and the same general principles apply in social letters. The familiarity and warmth of expression of the salutation and complimentary closing depend upon the nature of the correspondence, and the intimacy of the friendship, or the closeness of the relationship of the parties. It is not imperative that they should be equal in the letter and the reply, as a disparity in the ages or positions of the correspondents may justify a reserve on the part of the senior or superior which would be unbecoming and improper in the other. It is safe to say that in correspondence, a person is entitled to at least an equal degree of respect to that accorded him in personal association.

As we adapt ourselves, therefore, to the circumstances of age and position of our relatives and friends in social life, and demean ourselves accordingly, so we vary our style correspondingly in our letters. A point never to be overlooked in a letter is the suitability of its style to the subject-matter, and to the party to whom it is addressed.

Ordinary letters of friendship properly commence with the word "Friend" written before the surname, as "Friend Harris" and close with "Your Friend" or "Yours truly" preceding the surname of the writer. Greater familiarity would justify the use of the given name instead of the surname, as "Friend Fred.," closing with the writer's given name, as, "Your Friend Ralph." In just what cases these familiar terms may be used without presumption remains for the writer to decide. Many a correspondent, uneducated in this respect, is ignorant of the effect produced by his improprieties upon persons of refined manners and tastes, and would probably be surprised if he knew just how far such matters enter into and affect the general estimate of his standing and worth. The same qualities that combine to make the agreeable associate are required to make the desirable correspondent, and over-familiarity is not one of them in either case. If any doubt exists as to the propriety of using a given form or term, care should be taken to respect the doubt and avoid the questionable term.

The very great variety of expression in salutations and complimentary closings of friendly letters makes it possible to give as examples only a very small portion of those in actual use, as the shades of expression to suit the particular feeling, spirit, or temper of the writer are almost unlimited.

**4. Body of Letter.**—The body of the letter in social correspondence usually begins at the right of the salutation, on the next line below. In social letters, both sides of the sheets are written on, if the letter is more than one page in length, and the pages are not numbered unless the sheets are separate.

## LETTERS OF AFFECTION.

**Letters of Affection** are such as grow out of our regard for others. They are as varied as our relations to others are varied, and may be simply the expression of kindly feeling or they may be dictated by the strongest impulses that move the human heart.

Letters of affection add much to human happiness, and more of them should be written. To father, mother or sister at home, what a joy there is in a letter from a loved one who is away. From one for whom we have a high regard, what a pleasure it is to receive a good letter! Our pleasure in receiving such letters suggests to us most forcibly our duty as regards writing them.

## LETTERS OF FRIENDSHIP.

**Letters of Friendship** make up that large class of written messages that perpetuate the ties of friendship and regard of those who are absent from each other. The chief charm of a letter of friendship is its natural, conversational style. It should cause the recipient to feel that he has been favored with a delightful visit, not a formal call, that the little matters of mutual interest have been talked over, and that the common experiences and details of every-day life have not been forgotten. The very heartiness and animation put into the letter work their way into his life, and fill a place in his heart that would be wanting if the style were strained or formal or borrowed.

Thus, Bayard Taylor, while in Germany, writes to an intimate friend in America :

"Your letter came four or five days ago, and I take my first leisure to answer it. I take it for granted that this will find you in your Tenth Street rooms, which are so clear in my memory that a letter is more like a personal meeting to me than when you were in Rondout. You somehow manage to bring your own bodily self before me when you write : I see your eyes and the changing expression of your face, as I read, and the sound of your voice accompanies the written words. Thus your letters are most welcome, no matter what you write. \* \* \*

Again, in reply to a cheering letter sent him while under a cloud of trouble and disappointment, he writes :

"Your letter really cheered both of us, and some cheer (although the worst was over) was needed. I feel entirely free to give you always an honest picture of my mental and moral condition, and you must not withhold your depressions in return, for they belong to your life. This is the great relief and blessing of our correspondence, and any feeling of restraint, on either side, would take away from its value. \* \* \*

To another :

"You made your short note so pleasant that I can't scold you for its brevity ; yet I should like to. There might have been so much more of what may seem personal or domestic 'nothings' to you, yet have such value at this distance. \* \* \*

But while a formal style in friendly letters is to be discouraged, a familiarity that may be safely indulged in conversation may be altogether out of good taste in a letter.

We do not always measure what is spoken to us by the exact, literal meaning of the words uttered, as they are usually modified by the look, tone of voice, or gesture of the speaker. But in the letter these are absent, and however thoroughly we may think we understand the spirit of our correspondent, we should not allow ourselves to write carelessly or thoughtlessly. An impression produced by a hasty, inconsiderate word is hard to dislodge, and we should write with the idea constantly before us that a word written is much more difficult to recall than a word spoken, remembering, also, that our letters may be seen by others than those for whom they are intended — a circumstance not infrequently caused by accident or necessity.

As in conversation so in correspondence, the subject-matter, while dealing with events, persons, and things of mutual interest, should be free from gossip. Nothing either in conversation or correspondence more certainly indicates shallowness and poverty of mind than the tendency to dwell upon the real or fancied faults and failings of others; and the inclination to join in the whisperings and idle talk too commonly indulged in should be promptly and effectually checked. The smallest occurrences may be noted, but opinions or thoughts original with the writer serve to stamp his letters with his own individuality and add interest and value to his corres-



pudence. Freshness and originality in expression should be cultivated, especially in the opening and closing sentences, avoiding the old, time-worn phrases, as :

"I thought I would write you letting you know," "I now take my pen in hand," etc.

How refreshing to receive a letter from a friend who begins to *talk* to us from the first line ; for instance,

"It was kind in you to send me a good, long letter while I was lying all alone in my room with nothing else to do but take villainous doses of medicine ;"

"It was a delight to me to see your hand on an envelope again ;"

"I found your letter waiting for me on Monday when my holiday closed."

Compare also such closing sentences as :

"Having told you all I know or care to write, I will now close ;"

"I must bring my letter to a close as I have nearly filled the sheet ;"

with such as :

"Recollect that I am absent and you are at home, so your letters are worth the most ;"

"Remember me very kindly to your brother and my old friends on the hill, and believe me,

Yours very sincerely,

\* \* \* \* \*

Sometimes, in the desire to be perfectly free and unrestrained in familiar letters, forms are made to give way in a most pleasing manner, especially in beginning the letter. This is charmingly illustrated in the letters of some of our best authors. We give a few examples:

Don't, dear Lieber, be offended by my long silence. For the last few days I have been all the time in court. \* \* \* \* \*

Boston, Dec. 10, 1840.

Ever and ever yours,

CHAS. SUMNER.

(Sumner to Mr. Tower.)

Never, my friend, when the heavens have been dressed in their scorching robes of brass for weeks, was a drop of rain more grateful than your timely epistle. \* \* \* \*

(Sydney Smith to Lady Grey.)

Dec. 8, 1838.

Awkward times, dear Lady Grey! However you see those you love sooner than you otherwise would have seen them. \* \* \*

(To Lady Holland.)

If all the friends, dear Lady Holland, who have shared in your kindness and hospitality \* \* \*

(To Miss —.)

Lucy, Lucy, my dear child, write as your mother writes; act as your mother acts, and don't \* \* \* \* \*

When Dickens arranged to come to America to give his course of readings, his friend Fields wrote him a letter inviting him to be his guest on his arrival. We give the characteristic reply of Dickens:

GAD'S HILL, Oct. 3, 1866.

MY DEAR FIELDS,

I cannot tell you how much I thank you for your kind little letter which is like a pleasant voice coming across the Atlantic, with that domestic welcome in it which has no substitute on earth. If you knew how strongly I am inclined to allow myself the pleasure of staying at



your house, you would look upon me as a kind of ancient Roman (which I trust I am not) for having the courage to say no. But if I gave myself that gratification in the beginning, I could scarcely hope to get on in the hard "reading" life, without offending some kindly disposed and hospitable American friend afterwards; whereas, if I observe my English principle on such occasions, of having no abiding place but a hotel, and stick to it from the first, I may perhaps count on being consistently uncomfortable.

The nightly exertion necessitates meals at odd hours, silence and rest at impossible times of the day, and a general Spartan behavior so utterly inconsistent with my nature, that if you were to give me a happy inch, I should take an ell, and frightfully disappoint you in public. I don't want to do that, if I can help it, so I will be good in spite of myself.

Ever your affectionate friend,

CHARLES DICKENS.

Extract from one of Sydney Smith's familiar letters :

POSTON, Sep. 16, 1821.

MY DEAR LADY GREY,

How do you do? Have you got the iron back? Have you put it up? Does it make the chimney worse than before? For this is the general result of all improvements recommended by friends. \* \* \* \* \*

Let me beg of you to take more care of those beautiful geraniums, and not let the pigs in upon them. Geranium-fed bacon is of a beautiful color, but it takes so many plants to fatten one pig that such a system can never answer. I cannot conceive who put it into your head.

Charles Sumner wrote to his Cambridge classmates on receiving a letter that had been forwarded to several points,

Your missile hit the mark; though from its early date and late coming one would think that the post-office powder was not of the best proof.

Letter from Washington Irving to his nephew:

PARIS, March 29, 1825.

MY DEAR PIERRE,

I am very much gratified by your letter. It is full of good sense and good feeling. You have taken the observations of my former letter, however, much too strongly (he had rather rebuked a premature literary outbreak on the part of his nephew in the letter referred to—Ed.) if you have suffered them to produce anything like mortification. They were rather meant to warn you for the future, not to censure you for the past; I had felt in my own case how insensibly a young man gets beguiled away by the imagination and wanders from the safe *beaten* path of life to lose himself in the mazes of literature. Scarcely any author ever set forth with the intention or surmise of becoming such; he becomes so by degrees; and I have seen enough of literary life to warn all of those who are dear to me should I see any danger of their straying into it. \* \* \* \* \*

I am glad you do not relinquish your studies. On the contrary, task yourself to become a valuable man at all points. When you have leisure, do not waste it in idle society; by *idle* I mean what is termed fashionable society. How many an hour of hard labor and hard study have I had to subject myself to, to atone in a slight degree for the hours which I suffered society to cheat me out of! Young people enter into society in America at an age at which they are cooped up in schools in Europe. \* \* \* \* \*

I again repeat, devote as much of your time as you can spare from business and healthful exercise, to storing your mind with valuable information, such as will make you a useful man and an important factor of a busy community.

Your affectionate uncle,

WASHINGTON IRVING.

NOTE.—The "former letter" alluded to may be found in Vol. II. of the People's Edition of the Life and Letters of Washington Irving. We regret that its length forbids its reproduction here, but it is worthy to be read by every young person who would receive good practical advice from so charming and distinguished a writer.

## EXERCISES.

1. Write a letter to your parents or to one of your relatives, describing your trip to the city, your experience in finding the school, your impressions of the school and its appointments, and of the city in general.

NOTE.—You are requested to write this letter with a view of mailing it, after inspection and suggestions from the teacher, to some relative to whom you intend to write during your stay in the school. Avoid using the pronoun “I” as much as possible. Do not hesitate to express your opinion regarding any feature or particular that strikes you, and remember that your friends are interested in any little details that interest you.

2. Answer your father’s (or some friend’s) latest letter to you, or such part of it as you care to hand in for inspection. Write just as freely and familiarly as you do when writing ordinarily to him, as your letter will be criticised, not only from the standpoint of correct spelling and expression and good writing, but the style, spirit, and feeling will be considered as well.

3. Write to your little brother or sister or cousin, who is, say, under ten years of age, and who has been promised a letter from you. Write such a description of the school and the city as a child can comprehend and be interested to receive.

4. Write a letter to a friend who thinks of taking a commercial course and has written you for a synopsis of the work done here. Give him as complete and connected a description of the course of study, examination, requirements for the various departments, and work in general, as you can, and assure him that you are describing these features just as you have found them. Add any friendly communications you choose to write him.

5. Write to a friend or relative, accepting his invitation to spend a few days with him on completing your course in the school.

## LETTERS OF CONGRATULATION.

**Letters of congratulation** are those written to friends who have achieved success or have been in some way specially favored. As we should not write letters of condolence unless we can join in the grief of our friends, so we ought not to write letters of congratulation unless we can rejoice in their happiness. There must be no feeling of grudging or jealousy,—nothing but the most natural, hearty, and genuine feelings of joy, expressed in your happiest style. Even those who are enemies, in the sense that they represent opposing interests, sometimes sink their common differences, and laying aside all antagonisms for the time, join in the general expression of congratulation. Letters of congratulation are generally brief, frequently a telegraphic dispatch, and contain no news or intelligence of other matters. This, however, depends somewhat upon the occasion, as, for example, the following letter from Charles Sumner to a friend who had just rejoined his family after a term of absence from them:

HUDSON, ON THE NORTH RIVER,  
Tuesday Evening, Sep. 28, 1841.

DEAR LIEBER,—

Here I am imprisoned by the rain in the inn of a Yankee village. Longing for companionship I write to you, and while I write, imagine that I have it—as the ostrich supposes himself free from danger when he has thrust his head into the sand. \* \* \* \* \*

I trust you have had fair breezes and this letter will find you with her who loves you so well and with your boys frolicking about you. Ah! my dear Lieber, are you not happy? I know where you live. I wish your home were more according to your heart; but you have sources of the highest happiness—domestic bliss of the rarest kind; constant and honorable employment for your time; a distinguished name; and the consciousness of doing good, of aiding the cause of truth, of education, and government.

I know few persons who have such reasons for blessing God as you. \* \* \* \* \*

Ever yours,

CHARLES SUMNER.

When Sumner won the Bowdoin prize, his friend Hopkinson wrote him as follows:

\* \* \* \* \*

Congratulations are matter of course; but I hope you will consider it equally a matter of course that a friend should feel great joy in your success. \* \* \* \*

Be this a foretaste of many successes in laudable undertakings.

\* \* \* \* \*

Congratulations from an old friend to a successful competitor for university honors, upon his winning the gold medal:

FAIR HAVEN, N. H., July 29, 1889.

MY DEAR HUDSON,

This moment I receive the news of the glorious termination of your college course. Accept my heartiest congratulations. I was sure you would win, and you deserve every bit of your success. The goal you fixed your eyes upon four years ago is reached, and you settle down with light heart and step to the enjoyment of your well-earned reward. Shake hands, old boy! while I say, well done! and may this success be only the forerunner of many others awaiting you.

Ever your friend,

CHAS. J. HARPER.

## EXERCISES.

Write the following letters of congratulation:

1. To your representative in Congress, congratulating him upon his election.
2. Congratulate a friend upon his bravery in rescuing a child from a burning building at the peril of his own life; upon his saving a drowning man; or upon his heroism in risking his own life to save others under any circumstances you may choose to supply.
3. A friend has worked for several years upon an invention. He has struggled against poverty, the ridicule of enemies, and the estrangement of friends. But he has succeeded at last, and his invention promises to revolutionize the methods of labor in its line, and to yield him the rich reward of an assured fortune and an honored name. Write him a letter, congratulating him upon his complete triumph. (Call to mind some of the inventors in the history of steam, electricity, and labor-saving machinery.)
4. Recall any circumstance that you may have knowledge of in which some friend deserved congratulation, and write him a letter that shall be self-explanatory; that is, that shall give a reader who is unacquainted with the circumstances a clear idea of what took place.

## LETTERS OF INTRODUCTION.

**A Letter of Introduction** is one in which a person introduces the bearer to a friend who is absent. It should not be considered necessary to say anything in the letter commendatory of the bearer, though there is no objection to a few words in his favor, the letter itself being sufficient guarantee of the writer's good opinion of him.

A letter of introduction is usually presented in person, and should not be lengthy; the envelope should be addressed as shown in the fourth illustration, page 25; it does not require a stamp, and should not be sealed.

The following is a proper form of a letter of introduction:

MR. J. C. REMINGTON,  
Osceola, S. C.

WAUPON, WIS., Oct. 16, 1889.

*My Dear Sir,*—I have much pleasure in introducing to you the bearer, Mr. Lansing C. Warren, who visits your State in the interests of his health.

Any courtesy you may kindly extend to Mr. Warren I shall regard a personal favor to myself.

Sincerely yours,  
FRANK H. HUDSON.

## EXERCISES.

1. Write a letter to your friend W. A. Spalding, Los Angeles, Cal., introducing Mr. D. W. Darling, an old college friend who is in Southern California on account of his health. Refer to Mr. Spalding's knowledge of the best points in the state for the kind of climate your friend requires.
2. Write a letter to Mr. R. C. Sparrow, Ocean Grove, N. J., introducing your friend Wm. H. James, who is spending a few weeks at the resort.
3. Write a letter to Mr. J. H. Whitney, 27 River St., Niagara Falls, N. Y., introducing your friend W. W. Carson, who has a few hours which he wishes to spend to the best advantage in viewing the great cataract.

## LETTERS OF CONDOLENCE.

**Letters of Condolence** are such as express sorrow and sympathy for friends who have suffered reverses, losses or bereavement. The task, especially in the latter case, may be a difficult one, yet to refrain from attempting it might be interpreted in the light of neglect or indifference. If we hesitated to write such a letter it would not be owing to our unwillingness to do anything in our power to bring comfort to the sorrowing one, but to the fear that our very attempt might have the effect of intensifying the grief we seek to assuage. This should not, however, excuse us from taking up the duty and performing it to the best of our ability. The following suggestions are offered regarding the writing of such letters.

Do not enter into argument to show the disconsolate one his duty to submit uncomplainingly to his lot. Such letters, however clear and logical, seem hard and unfeeling to one who is seeking for some crumb of comfort.

Do not write a long letter. Let your own grief and fellow-suffering be shown in a few lines coming from your heart.

Be very considerate in the use of words, and omit mentioning names or details of the sorrow, as they serve to harrow the feelings and open afresh the fountains of grief.

Do not suggest what might have been if only such and such had been done, no matter how firmly you may be grounded in such an opinion; rather strive to divert the sufferer's mind to something he *did*, the memory of which will always yield him comfort.

A fine example of this occurs in the correspondence of Charles Sumner, whose letters on all occasions seem to find every possible opportunity for the expression of sympathetic feeling. We quote part of his beautiful letter to his friend Charles



magne Tower, on receiving from him a letter communicating the intelligence of the death of Mr. Tower's father:

CAMBRIDGE, Friday Morning, May 11, 1832.

MY DEAR FRIEND,

The moment I saw the black seal of your letter, my mind anticipated the sorrowful intelligence it bore. Permit me to join with you in grief. I offer you my sincere sympathies. The loss of a father I can only imagine; may God put far distant the day when that affliction shall come upon me! You have been a faithful son, and I know a joy to his eyes. I reverence the spirit with which you have sacrificed all your professional and literary predilections.\* You did that for your father's sake, and the thought that you did it on his account must be to you a spring of satisfaction and consolation as hallowed as the grief you feel. \* \* \* \* \*

Believe me ever your true friend,

CHARLES SUMNER.

\* Mr. Tower, who died July 25, 1889, was a famous Philadelphia capitalist and lawyer.

Sometimes we may wish to convey our sympathy when we feel that the circumstances of our acquaintance scarcely justify a direct communication. An example of such a case occurs in another of Sumner's letters, which we quote.

Writing to Longfellow in 1841, he says:

"This moment comes to hand a letter from my brother Albert, communicating the intelligence of the death of the wife of our friend ——. My heart bleeds for him. I think of his wife — simple, cheerful, sweet-voiced, and more than all filling his heart. If you write to him, pray assure him of my deep sympathy. I would write myself but that I have not that length of acquaintance with him which would seem to justify my approaching him in such a terrible calamity. It is on such occasions that the chosen friends of years only, heart-bound and time-bound, assemble and knit themselves about the sufferer. I have received no intelligence for a long time that has grieved me so much."

Perhaps no better specimen of a letter of condolence can be found than the following, from the pen of the lamented Lincoln. The original letter adorns the walls of a hall in the College of Brasenose, at Oxford, where it is looked upon with deep interest by American visitors and is treasured by the authorities of the college. It explains itself:

EXECUTIVE MANSION,  
WASHINGTON, NOV. 21, 1864.

*Dear Madam,*—I have been shown in the files of the War Department a statement of the Adjutant-General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any word of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

To MRS. BIXBY,  
Boston, Mass.

Yours very sincerely and respectfully,  
ABRAHAM LINCOLN.

## EXERCISES.

1. Write a letter to a friend who has received serious injuries in a railroad collision, compelling the amputation of a limb. Try to comprehend the situation in which he is so sadly and suddenly placed; let your thoughts be active, and anticipate, if possible, his anxieties for the future. Make your letter cheery and hopeful, and write at least three or four pages, remembering that he has time to read or listen to just such letters while lying upon his couch day after day.

2. Write to a friend who has had his home, representing the savings of years, destroyed by fire, barely escaping with his family, and losing valuable relics and souvenirs which money cannot replace. Assure him of your sympathy.



3. Write to a friend who has lost an only child. Write in such a strain as to show that you feel the loss and that you suffer with him, pointing him to a Source from which you derive consolation. Make the letter brief, indicating a heart too full for lengthy writing.

4. Recall some actual event in your recollection in which a friend or relative suffered serious loss or bereavement. Let it be a case in which your own grief and sympathy would constrain you to offer your condolence, and write the letter you would send under such circumstances.

### MISCELLANEOUS EXERCISES.

1. Write a letter inviting a friend to join you in a trip to the mountains for a few weeks. Mention your plans for amusement, recreation, or rest, and give a glowing account of the advantages of the place for obtaining them.

2. Write a letter inviting a friend to spend a few days at your home. Mention some special entertainment that you are to have and which you wish your friend to share.

3. Write a letter to one of your regular correspondents; let it be a friend who writes good letters to you, which you always strive to answer in your best style. After completing the letter, substitute other names and places (if you wish) and hand to the teacher.

4. Write a letter to a friend in Boston, accepting an invitation to spend a week in the city. Refer to a former pleasant visit, and say at what time you will arrive and by what line.

5. Write an answer to above, saying you will be delighted with a visit from your friend, and that you will be at the station. Refer to some pleasant trips you have in view, and the delight you anticipate in having an old friend with you.

6. Write an answer to No. 4, saying the sudden illness of one of your family compels you to deny yourself the pleasure of a visit from your friend at the present time; that you hope you will be able to send word in a few days bidding him "Come," and that you are much disappointed.

7. Write a letter declining an invitation.

8. Write a letter from a summer resort to a friend, urging him to join you. Describe the attractions.

9. Write a letter of friendship to a former teacher, saying where you are and what you are doing, and how frequently and how much you appreciate the kindly help and advice he gave you.

10. Write a letter to your sister or brother at home, in answer to one just received about home matters. Ask after all at home and what is being done, saying how great an interest you have in all that is happening there.

## POSTAL INFORMATION.

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The post-office department desires that the public be well informed on postal matters, and orders the annual publication of the United States Official Postal Guide, with monthly supplement, which may be consulted at any post-office or obtained through any bookseller. The following extracts from the Guide contain many valuable suggestions of general interest to the public:

**How to Direct and Mail Letters.**—Mail-matter should be addressed legibly and completely, giving the name of the post-office, and, if to a city having a free delivery, the street and number; and the post-office box of the person addressed should be added, if he have one. It is well to give the county also, and *to spell the name of the State in full.* (This is not the usual custom.) To secure return to the sender in case of misdirection or insufficient payment of postage, his name should be written or printed upon the upper left-hand corner of all mail-matter. The matter will then be returned to the sender, if not called for at its destination, without going to the dead letter office, and, if a letter, it will be returned free.

Dispatch is hastened by mailing early, especially when large numbers of letters, newspapers, or circulars are mailed at once.

When numbers of letters or circulars are mailed together, addressed to the same destination, it is well to tie them in bundles with the addresses facing the same side. On letters for places in foreign countries, especially Canada and England, in which many post-offices have the same names as offices in the United States, the name of the country as well as post-office should be given in full. Letters addressed, for instance, merely to "London," without adding "England," are frequently sent to London, Canada, and *vice versa*, thereby causing delay, and often serious loss. Letters addressed to Burlington, N. S. (Nova Scotia), often go to Burlington, New York, on account of the resemblance between S and Y when carelessly written.

**Avoid Thin Envelopes.**—Thin envelopes, or those made of weak or poor, unsubstantial paper, should not be used, especially for large packages. Being often handled, and in the mail-bags subjected to pressure and friction, such envelopes are frequently torn open or bursted without fault of those who handle them.

**Register Valuable Matter.**—All valuable matter should be registered. Registry fee is ten cents, which, with postage, must be prepaid, and name and address of sender must be given on the outside of the envelope or wrapper. Money should be sent by a money-order or registered letter, otherwise its liability to loss is greater, and a temptation is put before those postal employees through whose hands it passes.

Postmasters, before receiving a letter for registration, must require the sender to have it securely sealed with its contents; to have it fully and legibly addressed; to have his or her name and address indorsed across the end; and to have affixed the necessary stamps to fully prepay postage and fee.

Postmasters and their employees are forbidden to address a registered letter or package for the sender, to place contents therein, to seal it, or affix the stamps thereto; this must be done by the sender, or for him by some other person.

(Any letter or postage may be registered, and in cases in which the writer wishes to know positively whether his correspondent received his letter, the receipt returned to him from the office of delivery furnishes the proof.)

**The Convenience of Letter Boxes.**—Patrons in cities where letter carriers are employed are advised to provide letter boxes at places of business or private residences, thereby saving much delay in the delivery of mail-matter.

**The Use of Mailing Boxes.**—When dropping a packet into a mailing box, or into the receptacle at the post-office, care should be taken that the packet falls into the box, and does not stick in the passage. Mail-matter deposited in any receptacle erected by the Department, such as street mailing boxes for the reception of mail matter to be collected by letter carriers, or boxes in railroad

depots for the reception of matter to be collected by employees of the railway mail service, cannot be reclaimed by any one under any circumstances. On such receptacles erected in railroad depots a notice should be affixed that they are not intended for reception of matter for city delivery. Persons depositing drop letters therein, intended for city delivery, do so at their own risk, and cannot reclaim them, except through the dead letter office.

**Affix Stamps Firmly.**—Postage stamps should be placed on the upper right-hand corner of the address-side of all mail-matter, care being taken that they are *securely affixed*.

**What Postage may be Paid With.**—Postmasters are not required to accept in payment for postage stamps, etc., any currency which may be so mutilated as to be uncurrent or as to render its genuineness doubtful. Nor are they required to receive more than twenty-five cents in copper or nickel coins, nor to affix stamps to letters, nor to make change, except as matter of courtesy. They must not give credit for postage.

**Penalty for Evasion of Payment of Postage.**—Any person who shall conceal or inclose matter of a higher class in that of a lower class, and deposit or cause the same to be deposited for conveyance by mail, at a less rate than would be charged for both such higher and lower class matter, shall, for every such offense, be liable to a penalty of ten dollars.

#### GENERAL SUGGESTIONS.

A subscriber to a newspaper or a periodical who changes his residence and post-office should at once notify the publisher, and have the publication sent to his new address.

The delivering of letters is not controlled by any statutory provision, but by the rules and regulations of the Post-Office Department; and the object of the Department is to insure and facilitate such delivery to the persons for whom they are intended. In the case of money-orders and registered letters, the parties applying for them, if not known, should be required to prove their identity in the same manner as in banking institutions, where parties presenting drafts, checks, etc., who are not known, are required to prove their identity. In the case of advertised letters, parties applying should be questioned as to the place or places from whence they may be expecting correspondence. In the general delivery of a post office, the postmaster shall exercise a sound discretion in the delivery of letters to persons claiming to be the persons named in the address, and who may not be known to him.

Hotel matter should be returned to the post-office as soon as it is evident that it will not be claimed.

Proprietors of hotels, officers of clubs and of boards of trade or exchanges, should not hold unclaimed letters longer than ten days, except at the request of the person addressed. When such letters are returned to the post-office they should be re-directed for forwarding; and in the absence of more definite information as to where the person addressed may be found, the new address may be taken from the hotel register.

All inquiries, whether from postmasters or the public, relative to lost or missing mail-matter of every description, both foreign and domestic, ordinary and registered, should be addressed to the Chief Post-Office Inspector, Post-Office Department, Washington, D. C., to whom all losses or irregularities should be reported as soon as knowledge is had of their occurrence.

All inquiries or communications relative to mail-matter which is supposed to have been sent to the dead letter office should be addressed to the Superintendent, dead letter office.

In such cases the letter of inquiry must state to whom and what post-office the article was addressed, and give the name and full address of the writer or sender, the date and place of mailing, and a brief description of the contents. If it is known when the missing matter was sent to the dead letter office, the date and the reason for sending should be given. If registered, the number should also be furnished.

If losses are promptly reported it will be the means of correcting irregularities, and the interests of the public, as well as the efficiency of the postal service, will be enhanced thereby.

Letters addressed to persons temporarily sojourning in a city where the free delivery system is in operation should be marked "Transient" or "General Delivery" if not addressed to a street and number or some other designated place of delivery.

Postal employees are not permitted to change the address upon misdirected letters and other mail-matter. Matter not addressed to any post-office cannot be forwarded in the mails, but must be returned to the sender, if known, for better direction, or else sent to the dead letter office. It is easier for the public to address their mail-matter to a post-office than it is for the Department



to ascertain where matter not addressed to a post-office should be sent. Postmasters have been instructed to inform senders of the proper post-office address of matter returned to them because not addressed to a post-office, or, if the proper address is not known, to advise them to apply to the nearest division superintendent of railway mail service for the desired information.

Book manuscript, manuscript for magazines, periodicals, newspapers, and music manuscript, are now subject to full letter rates of postage, except they be accompanied by proof sheets or corrected proof-sheets of such manuscripts, or of which proofs such manuscript is a correction or addition, when the rate will be one cent for two ounces or fractional part thereof. Manuscript, as above stated, may be sent otherwise than in the mails.

All mail-matter arriving at destination, upon which postage is collected in money from the recipient, upon delivery, must have affixed thereto a brown postage-due stamp or stamps equal to the sum collected. Persons from whom such postage is required may, and are requested to, demand that such postage-due stamps be affixed by the postmaster or his representative when payment is made.

Proprietors of hotels should omit the return-request from envelopes supplied gratuitously to their guests; and guests using such envelopes should be careful to designate what disposition should be made of letters sent by them in case they cannot be delivered.

#### RATES OF POSTAGE, ETC.

**First-Class.**—Letters, and all other written matter, whether sealed or unsealed, and all other matter sealed, nailed, sewed, tied, or fastened in any manner, so that it cannot be easily examined, two cents per ounce or fraction thereof. Postal cards one cent each. Postal cards are unmailable with any writing or printing on the address-side, except the direction, or with anything pasted upon or attached to them.

**Second-Class.**—Newspapers and periodical publications, when sent by publishers or news-agents, one cent a pound or fraction thereof. Newspapers and periodical publications, when sent by persons other than the publishers and news-agents, one cent for every four ounces or fraction thereof.

**Third-Class.**—Printed matter, in unsealed wrappers only (all matter enclosed in sealed envelopes notched on the sides or corners must pay letter rates), one cent for each two ounces or fraction thereof, which must be fully prepaid. This includes books, circulars, chromos, hand-bills, engravings, lithographs, magazines, music, pamphlets, proof-sheets and manuscripts accompanying the same, reproductions by the electric pen, hektograph, metallograph, papyrograph, photographs, and "blue prints," and, in short, any reproduction upon paper by any process, except hand-writing, type-writing, and the copying-press, not in the nature of a personal correspondence. Limit of weight four pounds, except for a single book, which may weigh more. Third-class matter must be fully prepaid or it will not be forwarded.

**Fourth-Class.**—All mailable matter not included in the three preceding classes which is so prepared for mailing as to be easily withdrawn from the wrapper and examined. Rate, one cent per ounce or fraction thereof. Limit of weight, four pounds. Full prepayment compulsory.

**Circulars Defined.**—The term "circulars" is defined to be a printed letter, which according to internal evidence, is being sent in identical terms to several persons. A circular shall not lose its character as such when the date and the name of the addressed and of the sender shall be written therein, nor by the correction, in writing, of mere typographical errors.

**Postmasters may Remove Wrappers of Packages.**—Postmasters at the office of delivery may remove the wrappers and envelopes from mail-matter not charged with letter-postage, when it can be done without destroying them, for the purpose of ascertaining whether there is upon or connected with any such matter anything which would authorize or require the charge of a higher rate of postage thereon.

Over-weight letters or other first class matter deposited for mailing in a post office with one full rate of postage prepaid thereon will be marked "Due 2 cents," or whatever the amount may be due, and forwarded as other letters.

**Unmailable matter.**—Obscene books, letters, papers, pictures, and postal cards; lottery circulars and letters; liquids (except as permitted in the Regulations); gunpowder, and other explosives; live reptiles, animals and insects (except queen bees); poisons, and any article liable to injure the mails or the persons of those handling them; also, matter without address, or so incorrectly, insufficiently, or illegibly addressed that it cannot be forwarded to its destination.

**Weighing Packages.**—If you have no scales, have all packages weighed at the post-office. Postage must be prepaid in full, or the package will not be forwarded.

**Re-forwarding.**—Letters will be re-forwarded from one post-office to another upon the written request of the persons addressed, without additional charge for postage; but packages of third and fourth class matter cannot be forwarded or returned without a new payment of postage.

**Money Orders.**—Parties procuring money orders should examine them to see that they are properly filled out and stamped. This caution is necessary to avoid difficulties in the way of payment. The maximum amount for which a single money order may be issued at a Full Money-Order office is \$100, and at a Limited Money-Order office is \$5; and no more than three orders may be issued in one day to the same remitter, in favor of the same payee, payable at the same post-office.

Every person who presents a money order for payment *is required to prove his identity to the postmaster, unless the latter is satisfied, without such proof, that the applicant is the rightful owner of the order.*

If an order be paid to the wrong person, through lack of necessary precaution by the postmaster he will be held accountable for such payment. Care should be taken that the signature of the payee be as full as the name given in the letter of advice, and in no way inconsistent therewith.

When a money order has been lost by either the remitter, payee, or indorsee, a duplicate thereof will be issued by the Department, free of charge, to the owner of the original, upon his making application (stating the circumstances of the loss), to be forwarded by the issuing or the paying postmaster, from each of whom he must obtain and furnish a certificate that the original order had not been and would not be paid or repaid as the case may be.

**Special Delivery.**—The special delivery system is intended to secure, by means of special messengers, the immediate delivery, at all post offices, of letters or other articles of mail-matter, bearing the special delivery stamps provided by law.

Any article of mailable matter bearing a ten-cent special delivery stamp in addition to the lawful postage, is entitled to immediate delivery on its arrival at the office of address, between the hours of 7 A. M. and 11 P. M., if the office be of the free delivery class, and between the hours of 7 A. M. and 7 P. M. if the office be other than a free delivery office.

To entitle such a letter to immediate delivery, the residence or place of business of the addressee must be within the carrier limits of a free delivery office, and within one mile of any other office. Special delivery stamps are not available for the payment of postage, nor can ordinary postage stamps be used to secure immediate delivery of mail matter.

Special delivery matter must be delivered to the addressee, or to any one specially authorized to receive his mail-matter. In his absence and that of any one having such special authority, such matter may be delivered to any responsible member of the addressee's family, or any partner or clerk of his, or responsible person employed in his office; and to the officer or agent of any firm, incorporated company, or public institution to which addressed. In the case of registered matter received for special delivery, the usual registry receipts, in addition to the special delivery receipts, must be taken, and all other requirements of the registry regulations must be observed.

**Letters "Opened through Mistake."**—If there be two or more persons of the same name, and a letter intended for one is delivered to another, and returned by him, the postmaster will re-seal the letter in the presence of the person who opened it, and request him to write upon it the words OPENED BY ME THROUGH MISTAKE, and sign his name; he will then replace the letter in the post-office.

**Withdrawal of Letters from Mailing Post-Office.**—To prevent fraud the postmaster must not permit any letter put into his post-office for transmission by mail to be withdrawn by any person except the writer thereof, or, in case of a minor child, the parent or guardian of the same and the utmost care must be taken to ascertain that the person applying for such letter is really the writer, or parent or guardian entitled to withdraw the same. The postmaster acts at his peril in permitting such withdrawal, and would be liable to the party injured, and could not plead honest intentions as a defence to the action.

**Withdrawal by Sender after Dispatch.**—After a letter has passed from the mailing post office, the delivery of the same may be prevented, and its return to the writer secured, by an application by the writer to the postmaster at the office of mailing, stating reasons therefor, identifying the letter, and supporting such application by sufficient proof in writing. Upon such application and evidence, and upon a deposit being made by the writer of a sum sufficient to cover all expenses incurred, the postmaster shall telegraph a request for the return of such letter to his office, if it has



been forwarded, to the postmaster at the office of address, carefully describing the same, so as to identify it and prevent the return of any other matter.

**Letter Carriers.**—A letter carrier is forbidden to deliver mail matter in the streets, even to the owners, unless they are personally known to him, and it can be done without unreasonable delay, but must deliver all matter at the houses to which it is addressed.

Carriers are forbidden to deliver any mailable matter which has not passed through the post office or station with which they are connected, or to exhibit any mail-matter entrusted to them (except on the order of the postmaster or someone authorized to act for him) to persons other than those addressed, or to deviate from their respective routes, or to carry letters in their pockets, or to engage in any business not connected with this service during their hours of business.

Carriers are required, while on their rounds, to receive all letters prepaid by postage stamps that may be handed to them for mailing, but are strictly forbidden to delay their deliveries by waiting for such letters, or to receive money to pay postage on letters handed them for mailing.

A letter carrier has fulfilled his duty when he has delivered mail to the number of the house to which it is addressed. If parties in the house read postal cards before delivery to the parties addressed, the Department cannot control the matter. The courts can be appealed to, if relief is sought.

#### ABBREVIATIONS OF NAMES OF STATES AND TERRITORIES.

<i>Ala.</i> ,.....Alabama,	<i>Ky.</i> ,.....Kentucky.	<i>N. Dak.</i> ,.....North Dakota.
<i>Alaska</i> ,.....Alaska Ter.	<i>La.</i> ,.....Louisiana.	<i>Ohio</i> ,.....Ohio.
<i>Ariz.</i> ,.....Arizona Ter.	<i>Me.</i> ,.....Maine.	<i>Oklo. T.</i> ,.....Oklahoma Ter.
<i>Ark.</i> ,.....Arkansas.	<i>Md.</i> ,.....Maryland.	<i>Oregon</i> ,.....Oregon.
<i>Cal.</i> ,.....California.	<i>Mass.</i> ,.....Massachusetts.	<i>Pa.</i> ,.....Pennsylvania.
<i>Colo.</i> ,.....Colorado.	<i>Mich.</i> ,.....Michigan.	<i>R. I.</i> ,.....Rhode Island.
<i>Conn.</i> ,.....Connecticut.	<i>Minn.</i> ,.....Minnesota.	<i>S. C.</i> ,.....South Carolina.
<i>Del.</i> ,.....Delaware.	<i>Miss.</i> ,.....Mississippi.	<i>S. Dak.</i> ,.....South Dakota.
<i>D. C.</i> ,.....District of Columbia.	<i>Mo.</i> ,.....Missouri.	<i>Tenn.</i> ,.....Tennessee.
<i>Fla.</i> ,.....Florida.	<i>Mont.</i> ,.....Montana.	<i>Tex.</i> ,.....Texas.
<i>Ga.</i> ,.....Georgia.	<i>Nebr.</i> ,.....Nebraska.	<i>Utah</i> ,.....Utah.
<i>Idaho</i> ,.....Idaho.	<i>Nev.</i> ,.....Nevada.	<i>Vt.</i> ,.....Vermont.
<i>Ill.</i> ,.....Illinois.	<i>N. H.</i> ,.....New Hampshire.	<i>Va.</i> ,.....Virginia.
<i>Ind.</i> ,.....Indiana.	<i>N. J.</i> ,.....New Jersey.	<i>Wash.</i> ,.....Washington.
<i>Ind. T.</i> ,.....Indian Ter.	<i>N. Mex.</i> ,.....New Mexico Ter.	<i>W. Va.</i> ,.....West Virginia.
<i>Iowa</i> ,.....Iowa.	<i>N. Y.</i> ,.....New York.	<i>Wis.</i> ,.....Wisconsin.
<i>Kans.</i> ,.....Kansas.	<i>N. C.</i> ,.....North Carolina.	<i>Wyo.</i> ,.....Wyoming.

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